R E P O R T R E S U M E S

ED 018 587 VT 001 518

FILMS ON GUIDANCE, 1964-65.

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

PUB DATE 65

EDRS PRICE MF-$0.25 HC-$2.28 55P.

DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *SOUND FILMS, *EDUCATIONAL GUIDANCE, *OCCUPATIONAL GUIDANCE,

OVER 400 16MM SOUND FILMS FOR USE IN HELPING STUDENTS RELATE THEIR OWN INTERESTS AND ABILITIES TO EDUCATIONAL AND VOCATIONAL PLANNING ARE LISTED ALPHABETICALLY UNDER THE TOPICS--PERSONAL AND SOCIAL ADJUSTMENT, ADOLESCENCE, COUNSELOR EDUCATION, ETIQUETTE, EXCEPTIONAL CHILD, FAMILY LIFE, EDUCATIONAL GUIDANCE, PERSONAL GUIDANCE, VOCATIONAL GUIDANCE, JUVENILE DELINQUENCY, USE OF LIBRARIES, MARRIAGE, PRE-INDUCTION ORIENTATION FOR MILITARY SERVICE, CLERICAL AND SALES OCCUPATIONS, PROFESSIONAL OCCUPATIONS, SKILLED OCCUPATIONS, UNSKILLED OCCUPATIONS, PARENT-CHILD RELATIONS, PREJUDICE, SOCIAL SKILLS, STUDENT GOVERNMENT, STUDY SKILLS, TEACHER EDUCATION, AND TESTING. AN ALPHABETICAL LISTING OF THE FILMS GIVES FOR EACH--PRODUCER OR DEPOSITOR, SUGGESTED GRADE LEVEL, RUNNING TIME, BLACK AND WHITE OR COLOR, DATE OF PRODUCTION, AND A BRIEF DESCRIPTION. (PS)

ED018587

VT 01518

FILMS ON

GUIDANCE

FROM

STATE DEPARTMENT OF EDUCATION

C O N N E C T I C U T

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1964-65

GUIDANCE FILMS

State Department of Education

Bureau of Pupil Personnel and Special Educational Services

Box 2219

Hartford, Connecticut

Tel.: 527-6341

Area Code 203

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FOREWORD

This document represents the fifth listing of films available to teachers, counselors, psychologists, social workers and administrators. Like any other aid to instruction films must have a specific mission within the curriculum. To fully realize the value of any film, planning activities must proceed the actual showing of the film and follow-up activities must be appropriate. While many films have some general interest, used in isolation, they have little value in the instructional process. Some films will be presented to the whole group during regular class periods, but we hope that, increasingly, individual pupils and small groups will use them as resources on their own initiative.

We wish to thank the many teachers, counselors and others who have made many valuable suggestions regarding the revision of the original document and additional material to be included in this publication. You will find many of these suggestions incorporated in this bulletin, particularly the alphabetical and topical listing of films and suggested uses, i.e., elementary, secondary and adult.

Special thanks should go to Marjorie J. Fischer and Joyce M. Manson for their careful preparation of the entire manuscript.

If there are any suggestions regarding the specific use of the films, please feel free to consult members of the Bureau of Pupil Personnel and Special Educational Services.

Garland M. Fitzpatrick
Consultant for Guidance Services
Bureau of Pupil Personnel and Special Educational Services

PREFACE

For the past fifty years it has become increasingly apparent that man's proficiency in the social sciences has not kept pace with technology. There seems to be no immediate solution to this ever intensifying problem and indeed day by day it is becoming very clear that the central problem of our time is man's relation to man.

Clearly related is the increasing complexity of occupational life in America, which places increased demands on counselors as they attempt to help students relate their own interests and abilities to educational and vocational planning.

In education we feel that schools must be concerned with these problems if they are to do their part in the progress of our culture.

Pupil personnel services have an important role in this task and the films listed in this catalog are selected because of their usefulness for such programs.

In line with the general trend in the world of work, both teaching and guidance services have become very specialized processes. With this specialization there has been increased use of various aids including television, overhead projectors, and films. It is hoped that the films in this bulletin may be used to gain insight into the various problems that arise daily in the lives of teachers, pupils, administrators, and parents.

Appreciation is expressed to Dr. Garland M. Fitzpatrick and Dr. Alfred L. Villa for their contributions to the preparation of this bulletin and to effective use of films in pupil personnel services.

Robert W. Stoughton, Chief
Bureau of Pupil Personnel and Special Educational Services

GENERAL INFORMATION

The Film Categories Index states the topics under which films have been listed.

The Topical Film Index lists the films available within each topic.

The Descriptive Index is alphabetical and lists:

1. Producers or Depositor: in parentheses, ( ), immediately following the title. Consult Abbreviations Index.
2. Suggested grade level: el—elementary; jh—junior high; sh—senior high; c—college; a—adult.
3. Running time: (e.g., 12 minutes; 25 minutes).
4. Black and white (b&w) or color.
5. Date of production: (e.g., 1940; 1958).

Films preceded by an asterisk (*) are those for which the above information was unavailable.

All films are 16mm sound films.

In all instances, television rights for films listed in this catalog should be cleared through the producer.

USING THE CATALOG

Consult the Film Categories Index to compare the topic with those under which we have listed our films. Decide which of the topics listed includes the one of your concern.

Check the Topical Film Index for a listing of films available under this topic.

See the Descriptive Index for further information on a particular film.

FILM CATEGORIES INDEX

ABILITY
  see TESTING
ADJUSTMENT: PERSONAL AND SOCIAL
ADJUSTMENT: PERSONAL AND SOCIAL (ELEMENTARY)
ADOLESCENCE
BOY-GIRL RELATIONS
  see ADOLESCENCE, MARRIAGE
COUNSELOR EDUCATION
EDUCATION, SPECIAL
  see EXCEPTIONAL CHILD, GUIDANCE: EDUCATIONAL, STUDY SKILLS
ETIQUETTE
EXCEPTIONAL CHILD
FAMILY LIFE
GUIDANCE: EDUCATIONAL
GUIDANCE: PERSONAL
GUIDANCE: VOCATIONAL
JUVENILE DELINQUENCY
LIBRARIES, USE OF
MARRIAGE
MENTAL HEALTH
  see ADJUSTMENT: PERSONAL AND SOCIAL
MILITARY SERVICE, PRE-INDUCTION ORIENTATION
OCCUPATIONS: CLERICAL AND SALES
OCCUPATIONS: PROFESSIONAL
OCCUPATIONS: SKILLED
OCCUPATIONS: UNSKILLED
PARENT-CHILD RELATIONS
PREJUDICE
SOCIAL SKILLS
STUDENT GOVERNMENT
STUDY SKILLS
TEACHER EDUCATION
TESTING

ORDERING FILMS

Film users should destroy all previous catalogs and order only from current issue and supplements. Titles not listed in the most recent publication are not available from the Library.

Requests should be made in the name of the institution or organization using the films, or on its letterhead by the person duly authorized to make such requests. It is understood that the person signing the request is responsible for the use and return of the material.

Requests should specify the exact title and the date or dates the films are to be used. It is advisable to give at least a second choice of both titles and dates. Every effort will be made to complete a satisfactory schedule.

Films are reserved in the order in which requests are received.

Requests should be forwarded at least two weeks in advance of showing dates. Booking may be made in advance for six months only.

SEND REQUESTS TO:

Alfred L. Villa, Consultant
Audio-Visual Education
Connecticut State Department of Education
State Office Building
Hartford, Connecticut

RETURNING FILMS

Films must be returned on schedule.

Users agree to accept collect telephone **calls or collect telegrams if return shipment is not according to schedule. When a shipment is delayed, it should be forwarded by parcel post, special delivery, and the Library should be notified by telephone or telegraph that it has been sent.**

If it should be desirable to hold films beyond dates scheduled, permission should be requested from the Audio-Visual Library by telephone or telegraph. Permission will be given if the films are not scheduled for immediate shipment to another borrower.

Unauthorized transferral of films to other persons or agencies for use on dates not previously scheduled by the Library subjects the borrower to cancellation of future service.

Before returning films please rewind them on their original reels. If there are any breaks or tears in the film, enclose a reminder to the film inspector to check the defect.

All films sent from the State Department of Education will go out prepaid. Films returning to the Department must be returned prepaid.

TOPICAL FILM INDEX

ADJUSTMENT: PERSONAL AND SOCIAL

Act Your Age
Angry Boy
Broken Appointment
Common Fallacies About Group Differences
Developing Friendships
Developing Your Character
Emotional Health
Feeling Left Out?
Feeling of Rejection
How to be Well Groomed
How to Say No
More Dates for Kay
Other Fellow's Feelings, The
Overcoming Fear
Overcoming Worry
Planning for Success
Quarterback, The
Show-Off, The
Snob, The
Social Class in America
Social Development
Social Relations
Social-Sex Attitudes in Adolescence
What Is Conscience?
see also ADOLESCENCE, ETIQUETTE, FAMILY LIFE, GUIDANCE: PERSONAL, MARRIAGE, SOCIAL SKILLS

ADJUSTMENT: PERSONAL AND SOCIAL (ELEMENTARY)

Courtesy at School
Good Sportsmanship
Honest Truth
How Friendly Are You?
How We Cooperate
Kindness to Others
Let's Play Fair
Let's Share with Others
Respect for Property
School Children
School Rules
Ways to Good Habits
Ways to Settle Disputes
Your Thrift Habits
see also FAMILY LIFE, PARENT-CHILD RELATIONS, SOCIAL SKILLS

ADOLESCENCE

Act Your Age
Age of Turmoil
Angry Boy
Conflict
Conflicts
Earning Money While Going to School
Emotion
Emotional Development
Emotional Maturity
Feeling Left Out?
Feeling of Rejection
Handling Strong Feelings
Maturity
Meaning of Adolescence
Physical Aspects of Puberty
Principles of Development
School Activities and You
School Spirit and Sportsmanship
Self-Conscious Guy
Shy Guy
Snap Out of It
Social Acceptability
Social-Sex Attitudes in Adolescence
Stress of Emotion
Summer of Decision
They Grow Up So Fast
Three Steps to Start
Toward Emotional Maturity
Understanding Your Emotions
Understanding Your Ideals
What About Drinking?
What About School Spirit?
What to Do on a Date
Whoever You Are
You're Growing Up
see also ADJUSTMENT: PERSONAL AND SOCIAL, FAMILY LIFE, GUIDANCE: PERSONAL, PARENT-CHILD RELATIONS, SOCIAL SKILLS

COUNSELOR EDUCATION

Controlling Behavior Through Reinforcement
Counseling—Its Tools and Techniques
Counselor's Day
Diagnosis and Planning Adjustments in Counseling
Eye of the Beholder, The
Group Discussion
Learning to Understand Children—Part I—A Diagnostic Approach
Learning to Understand Children—Part II—A Remedial Program
Perception
Psychotherapy Begins: The Case of Mr. Lin
Psychotherapy in Process: The Case of Miss Mun
Search, The: Yale University—Child Development
School Social Worker
Using Analytical Tools
Why Some Students Don't Learn
see also TEACHER EDUCATION, TESTING

ETIQUETTE

Date Etiquette
Dating: Do's and Don'ts
Everyday Courtesy
Exchanging Greetings and Introductions
Good Table Manners
High School Prom
Mind Your Manners!
Social Courtesy
see also SOCIAL SKILLS

EXCEPTIONAL CHILD

And Crown Thy Good
Back into the Sun
Brain and Behavior, The
Challenge of the Gifted, The
Children Limited
Class for Tommy, A
Day in the Life of a Cerebral-Palsied Child, A
Education of Exceptional Children
For Those Who Are Exceptional
Into the Light
Light to My Path
New Experiences for Mentally Retarded Children
No Less Precious
One Small Candle
Report on Donald
Search, The: John Hopkins University—Deafness in Children
Search, The: State University of Iowa—Stuttering
Testing Multiple Handicapped Children
Tuesday's Child
see also GUIDANCE: EDUCATIONAL, GUIDANCE: PERSONAL, TESTING

FAMILY LIFE

Children's Fantasies
Development of Individual Differences
Discipline During Adolescence
Family Affair, A
Family Life
Four Families—Part I
Four Families—Part II
Friendship Begins at Home
From Generation to Generation
Heredity and Family Environment
How to Raise a Boy
Howard
Kid Brother
Making Decisions in the Family
Our Changing Family Life
Personality and Emotions
Poor Little Rich Boy
Search, The: Yale University—Child Development
Shyness
Sibling Relations and Personality
Sibling Rivalries and Parents
Who Should Decide?
You and Your Parents
Your Family
see also ADOLESCENCE, MARRIAGE, PARENT-CHILD RELATIONS

GUIDANCE: EDUCATIONAL

And No Bells Ring
Challenge of Change: Case for Counseling
Child in the Middle
College Perspectives
College: Your Challenge
Developmental Characteristics of Pre-Adolescents
Elementary School Children—Part I —Each Child is Different
Elementary School Children—Part II —Discovering Individual Differences
Getting Into College
Guiding the Growth of Children
High School: Your Challenge
How Children Grow
How Good Are Our Schools?
I Never Went Back
Importance of Goals
Learning to Earn
Making Life Adjustments
More than Words
Nature of Human Learning
Popular Psychology
Problem of Pupil Adjustment: The Drop-Out
Problem of Pupil Adjustment: The Stay-In
Promoting Pupil Adjustment
Search, The: Harvard University—Inadequate School Facilities
Skippy and the Three R's
Story of Distributive Education
Teaching Teen-agers About Alcohol
Three R's Plus
We Go to School
Why Study Foreign Languages?
Why Study Speech?

GUIDANCE: PERSONAL

Benefits of Looking Ahead
Better Uses of Leisure Time
Body Fights Bacteria
Cheating
Control Your Emotions
Developing Leadership
Developing Responsibility
Developing Self-Reliance
Facing Reality
Fear and Anxiety
Feeling of Rejection
Going Steady?
Good Grooming for Girls
Good Loser

Griper
Habit Patterns
How Honest Are You?
How to Get Cooperation
Jealousy
Make Your Own Decisions
Making a Decision
Making Life Adjustments
Making the Most of Your Face
Quarterback, The
Responsibility
Right or Wrong?
Skills of the Expert Worrier—Part I
Skills of the Expert Worrier—Part II
Snob, The
Test, The
see also ADJUSTMENT: PERSONAL AND SOCIAL, ADJUSTMENT: PERSONAL AND SOCIAL (ELEMENTARY)

GUIDANCE: VOCATIONAL

Aptitudes and Occupations
Automation
Choosing Your Occupation
College Ahead
Finding the Right Job
Finding Your Life Work
Getting a Job
Getting What You Are After
How to Investigate Vocations
How to Keep a Job
Labor and Education
Labor and Social Security
Mechanical Aptitudes
Music: Career or Hobby?
Personal Qualities for Job Success
Pick Your Tomorrow
Planning for Personal and Professional Growth
Planning Your Career
Work
You and Your Work
Your Earning Power
see also OCCUPATIONS

JUVENILE DELINQUENCY

Glass Houses
H—Story of a Teen-Age Drug Addict
I. Q. and Delinquency
Other People's Property
Search, The: Wayne University—Juvenile Delinquency
What About Drinking?
What About Juvenile Delinquency?
Who Are the Delinquents?
Whoever You Are
World Starts with Jimmy
see also ADJUSTMENT: PERSONAL AND SOCIAL, ADOLESCENCE

LIBRARIES, USE OF

Choosing Books to Read
Free Reading For All
Improve Your Reading
Know Your Library
Library Organization
New Chapters
see also STUDY SKILLS

MARRIAGE

Are You Ready for Marriage?
Choosing for Happiness
Choosing Your Partner
How Do You Know It's Love?
How Much Affection?
In Time of Trouble
Is This Love?
It Takes All Kinds
Jealousy
Marriage Is a Partnership
Marriage Today
Meaning of Engagement
Search, The: University of Pennsylvania — Marriage Counseling
This Charming Couple
When Should I Marry?
Who's Boss?
Who's Right?

MILITARY SERVICE, PRE-INDUCTION ORIENTATION

Getting Ready Emotionally
Getting Ready Morally
Getting Ready Physically
Military Life and You
Nation To Defend
Service and Citizenship
Starting Now
What Are the Military Services?
What's It All About?
When You Enter Service
Why You?
Your Investment in the Future
Your Plans

OCCUPATIONS: CLERICAL AND SALES

Bookkeeping and Accounting
Careers for Girls
Do I Want to Be a Secretary?
I Want to Be a Secretary
Life Insurance Occupations
Secretary: A Normal Day
Selling As a Career

OCCUPATIONS: PROFESSIONAL

Careers for Girls
Careers in Physical Education
Church Vocations
Draftsman
Electrician, The
Engineering
Forestry and Forest Industries
Journalism

Librarian, The
Mental Health Careers
Nursing
Pharmacist, The
Photography
Restaurant Operator
Teacher, The
Teaching
This Way To Nursing

OCCUPATIONS: SKILLED

Agriculture
Air Conditioning Workers
Air Transportation
Airline Workers
Aluminum Workers
Automotive Service
Baking Industry, The
Boiler Makers
Brick and Stone Mason
Bricklayers
Careers for Girls
Careers in Agriculture
Careers in the Building Trades
Careers with a Future
Dairy Industry
Fire and Police Service
Furniture Workers
Gas Workers
Heating and Air Conditioning
Industrail Rubber Workers
Machinist and Toolmaker
Missile Makers
Operating Engineers
Painting and Decorating
Pleasure Craft Workers
Poultry Raising
Poultry Workers
Printers
Printing
Public Employees
Rifle Makers
Sheet Metal Worker
Small Tool Workers
Sporting Goods Makers
State Employees
Steelworkers
Stock Exchange Workers
Telephone and Telegraph
Transportation
Utility Workers
Welding Operator, The
Woodworker, The

OCCUPATIONS: UNSKILLED

Baby Sitter
Fishery Workers
Laundering and Dry Cleaning
Laundry Workers
Seafarers
Seafood Workers
see also GUIDANCE: VOCATIONAL

PARENT-CHILD RELATIONS

Appreciating Our Parents
Emotional Maturity
How to Raise a Boy
Meeting the Needs of Adolescents
Night Children
Parents Are People Too
Physical Development
Search, The: Yale University — Child Development
Sibling Rivalries and Parents
see also ADJUSTMENT: PERSONAL AND SOCIAL (ELEMENTARY), ADOLESCENCE, FAMILY LIFE

PREJUDICE

Day in the Night of Jonathan Mole, A
Greenie, The
High Wall, The
House I Live In, The
Picture in Your Mind
Prejudice
Puerto Rico
What About Prejudice?

SOCIAL SKILLS

Am I Trustworthy?
Are You Popular?
Beginning Responsibility: Being on Time
Beginning Responsibility: Books and Their Care
Beginning Responsibility: Lunchroom Manners
Beginning Responsibility: Taking Care of Things
Beginnings of Conscience
Choosing a Leader
Conducting a Meeting
Cooperation, Competition, Conflict
Emotions: Friend or Enemy?
Fun of Being Thoughtful
Getting Yourself Across
Golden Rule
Good Loser
Group Discussion
Improve Your Personality
Making Friends
Planning Your Talk
Stage Fright
Using Your Voice
see also ETIQUETTE

STUDENT GOVERNMENT

Student Government at Work

STUDY SKILLS

Building an Outline
Choosing Books to Read
Developing Imagination
Do Better on Your Examinations
Doing Homework in Gregg-Simplified
Effective Listening
Find the Information
Free Reading for All
Homework: Studying on Your Own
How Quiet Helps at School

How to Concentrate
How to Develop Interest
How to Judge Authorities
How to Judge Facts
How to Observe
How to Prepare a Class Report
How to Read a Book
How to Remember
How to Study
How to Think
How to Write Your Term Paper
How We Learn
Importance of Making Notes
Improve Your Reading
Is There Communication When You Speak?
Keep Up with Your Studies
Learning from Class Discussion
Look It Up!
Making the Most of School
Probing Mind, A
Successful Scholarship
Teen-Agers Will Read
We Discover the Dictionary
see also GUIDANCE: EDUCATIONAL

TEACHER EDUCATION

Broader Concept of Method — Part I— Developing Pupil Interest
Broader Concept of Method — Part II- Teacher and Pupils Planning and Working Together
Broader Concepts of Curriculum
Controlling Behavior Through Reinforcement
Curriculum Based on Child Development
Design of American Public Education
Doctor Spock
From Sociable Sixes to Noisy Nines
From Tens to Twelves
Frustrating Fours and Fascinating Fives
Learning to Understand Children — Part I — A Diagnostic Approach
Learning to Understand Children — Part II — A Remedial Program
Motivating the Class
see also COUNSELOR EDUCATION

TESTING

Administering a Testing Program
Administration of Projective Tests
Child as a Whole
Facnig the Test
Giving the Rorschach Test
Interpreting Test Scores Realistically
Mental Growth and Achievement
Motor Aptitude Tests and Assembly Work
Public Relations in Testing
Selecting an Achievement Test
Standardized Test, The
Stanford-Binet Test
Testing Intelligence with the Stanford-Binet
Testing Multiple Handicapped Children
Using Test Results
What's the Score?
Who Is Pete?

DESCRIPTIVE INDEX OF FILMS

ACT YOUR AGE (C)
jh-sh 13½ minutes color 1949
(Emotional Maturity)

Some of the more common types of infantile reactions — temper, weeping, inability to "take a joke" as well as other forms of emotional immaturity are illustrated. The basic reasons for the continuance of these common signs of emotion into adolescence are shown. The film offers a method of self-evaluation to help overcome the social handicaps that come with the inability to grow up.

ADMINISTERING A TESTING PROGRAM (ETS)
c-a 15 minutes b&w 1961

Covers six main points that a director of testing or guidance should consider in the administration of the testing program. It covers such items as ordering of materials, training of proctors, making arrangements for scoring, time for administration, etc.

ADMINISTRATION OF PROJECTIVE TESTS (PCR)
c-a 19 minutes b&w 1951

Burgess Meredith acts as subject to demonstrate a variety of standard projective tests (excluding Rorschach) TAT, Szondi, sentence completion.

AGE OF TURMOIL (McGH)
jh-sh-c-a 20 minutes b&w 1953
(Adolescent Development Series)

This film is concerned with early adolescence — a period approximately from age thirteen to fifteen years. It focuses on the behavior that reflects emotional turmoil of this age group — giggling, destructive criticism of school, unrealistic ideas of the future, hours spent in seemingly useless activity, etc. Most of the scenes are set in the home and show mother and father making appropriate and occasionally inappropriate responses. Different personality types, such as the leader and the quiet type, have been selected to illustrate this budding stage.

AGRICULTURE (M)
jh-sh-c 11 minutes b&w 1945
(Your Life Work Series)

Explains diversified farming by showing the various tasks involved. The advantages and disadvantages of farming and the training required of the farmer are mentioned. The need for trained agriculturists in farm agencies is also considered.

AIR CONDITIONING WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)

The production of air conditioning equipment is shown with particular attention to those areas involving the use of metal, welding, and electrical work. Safety measures are stressed.

AIR TRANSPORTATION (M)
jh-sh-c 11 minutes b&w 1947
(Your Life Work Series)

The inner workings of a commercial airline — reservations, sales, weather, flight crew, ground servicing, government licensed airport personnel. Qualifications of personnel are outlined and many jobs for women are specifically emphasized.

AIRLINE WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)

Depicts the complex duties of the large ground staff required to operate today's jet planes at the United Air Lines jet service center in San Francisco. Fine views of a modern jet, inside and out.

ALUMINUM WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)

The combination of skills involved in the production of aluminum; the potman, the rolling-mill operator, and push-button operation; examples of aluminum's many uses.

AM I TRUSTWORTHY? (C)
el 10 minutes color 1950

Returning borrowed articles, keeping promises, doing a good job with assigned tasks — are all presented as examples of trustworthiness. Points out that by practicing trustworthiness in the little things of everyday life, people will trust one when important issues are raised.

AND CROWN THY GOOD (ZCS)
c-a 35 minutes color

Shows training and teaching techniques for trainable children used by one community over a six year period.

Stresses value of general community interest and cooperation.

AND NO BELLS RING (NASSP)
c-a 56 minutes b&w 1960

Presents a review on the "Trump Report" on re-organization of secondary school staff utilization with Hugh Downs acting as an interviewer and interpreter. Discusses the flexibility of this program and its advantages for development of individual interests and abilities both in pupils and teachers. Interviews are held with a number of educators who have been involved in this experimental program, including J. Lloyd Trump. Figures are given to explain how this program will better utilize teachers in teams of large group presentation personnel, small group teachers, and teacher assistants. Large lecture groups are observed along with pupils in smaller discussion groups and in individual study.

ANGRY BOY (IFB)
sh-c-a 33 minutes b&w 1951

Through psychiatric care, the emotional disturbance of a boy who is caught stealing in school is traced to its basic causes. At the end of the film he is on the way to recovery and the audience has seen how unconscious motivation affects the behavior of both children and adults.

APPRECIATING OUR PARENTS (C)
el-jh 10 minutes color 1950

Exemplifies the child-parent relationship. A young boy discovers what his parents do for him each day and repays them with respect and affection.

APTITUDES AND OCCUPATIONS (C)
sh-c 16 minutes b&w 1941

Discusses six of the fundamental human abilities—mechanical, clerical, social, musical, artistic and scholastic and indicates how a student may, with the aid of a school counselor, determine how much of each of these abilities he has. Also indicates broad fields in which certain combinations of abilities are required.

ARE YOU POPULAR? (C)
jh-sh 11 minutes color 1958

Dramatized incidents about a teenage boy and girl who are popular and welcome in any group because they are friendly, considerate, and interested in other people provide a helpful guide to the solution of personal and social problems commonly faced by teenagers.

ARE YOU READY FOR MARRIAGE? (C)
sh-c 15 minutes color 1950
(Guidance Series)

A couple, who want very much to get married, discover what it takes to be ready for marriage. A practical 'checklist' of criteria for engagement and marriage is offered by a marriage counselor.

AUTOMATION (McGH)
sh-c-a 84 minutes b&w 1957
(See It Now Series)

Automation, the currently mushrooming industrial phenomenon in which man is substituting machines for human muscle, has repeatedly been called the greatest of all revolutions. This film presents viewpoints on automation ranging from that of a union worker to those of a college professor. The camera shows viewers automation currently in dozens of industries throughout the country, in such fields as the automotive, aviation, baking, electronics, magnetic tape manufacturing, nucleonics, oil refining, plastics, television, and steel industries. Also included is an example of the application of automation in Russia today.

AUTOMOTIVE SERVICE (M)
jh-sh-c-a 11 minutes b&w 1940
(Your Life Work Series)

An overview of the jobs in the field of auto mechanics. Indicates that while in school there are a number of courses a boy should study to better prepare himself to enter this field, such as physics, mathematics, mechanical drawing and shop work. The film points out how various manuals, charts and films as well as night schools are available to a boy who wants to be a good automotive service man.

BABY SITTER (McGH)
jh-sh-a 15 minutes b&w 1949

The story of Mary Gibson's first evening as a baby sitter in the Brown's home. The film presents Mary as being properly trained for her job, and follows her through the evening as she cares for two small children. Points out the many things Mary has had to learn in preparation for taking

care of the children, her method of getting acquainted with them, her discussion with the parents before they leave the house, how she feeds the children and puts them to bed, and how she carries out her general responsibilities to the home.

BACK INTO THE SUN (McGH)
c-a 27 minutes b&w 1957
(Perspective Series)
Shows treatment of mental health problems at the Allan Memorial Institute in Montreal by presenting the case of a young matron under severe emotional stress.

BAKING INDUSTRY, THE (M)
jh-sh 11 minutes b&w 1946
(Your Life Work Series)
In a large commercial bakery some of the jobs are the "scaler," "mixer," "divider," "panner," "oven loader," and "oven dumper." The work each man or woman performs is explained. In a small retail bakery there are the same jobs and in addition usually offers pies, cakes, cookies, and fancy pastries as well as bread. Technical jobs in this vocation, include chemists, bacteriologists, foremen and production managers. Activities in special baking trade schools are presented.

BEGINNING RESPONSIBILITY: BEING ON TIME (C)
el 11 minutes color 1956
Jimmy, who misses out on things because he is not on time, observes firemen and train engineers and realizes how important it is to come when called and to be prompt. He learns that he can help himself by getting ready in advance and by estimating how long it takes to get things done.

BEGINNING RESPONSIBILITY: BOOKS AND THEIR CARE (C)
el 11 minutes color 1959
Shows the proper care of books: how a new book should be opened and handled, how to keep from soiling it, the proper kind of book-mark to use, where the book should be kept when not in use, and how it should be mended if damaged.

BEGINNING RESPONSIBILITY: LUNCHEON MANNERS (C)
el 11 minutes color 1960
Phil and the other children in Miss Brown's class are watching a puppet show, "Mr. Bungle Goes to Lunch." Although Mr. Bungle is funny, the children see he is clumsy and impolite, and know it wouldn't be much fun to eat with someone like him. When Phil goes to lunch, he remembers to look neat, to go to the end of the line, to chew his food slowly, to leave his place at the table clean, and to show good manners in order to make lunch pleasant for everyone.

BEGINNING RESPONSIBILITY: TAKING CARE OF THINGS (C)
el 10 minutes color 1950
Explains how and why children should care for things at school and at home, stressing the importance of having definite places to keep things, putting articles back where they belong, cleaning up after playtime and storing and handling things properly to prevent accidents or damage.

BEGINNINGS OF CONSCIENCE (McGH)
sh-c 16 minutes b&w 1957
(Sociology Series)
Traces the social conscience of an adult back to his socialization as a child and his experiences of exclusion, force, and ridicule.

BENEFITS OF LOOKING AHEAD (C)
jh-sh 10 minutes color 1950
Emphasizes the need of planning for the kind of life wanted with a long-range view divided into shorter range objectives.

BETTER USE OF LEISURE TIME (C)
jh-sh 10 minutes color 1950
There are many leisure time activities open to young people that are both interesting and educational. This film serves as a helpful guide in developing a constructive attitude about leisure time. It shows how time can be used best through a self-planned program of leisure time activities.

BODY FIGHTS BACTERIA (McGH)
sh-c 15 minutes b&w 1947
(Health Education Series)
The story of the never ending battle between disease producing organisms and the human body. Various types of these organisms, such as bacilli, cocci and spirochetes are shown to be plentiful and dangerous. The film then describes the various counter balances which mankind uses in combating these bacterial invaders.

BOILER MAKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
America's boiler makers provide the equipment that generates the steam for power to run our industries.

BOOKKEEPING AND ACCOUNTING (M)
jh-sh-c 11 minutes b&w 1945
(Your Life Work Series)
Gives a description of the many jobs a bookkeeper and accountant perform, the tools with which they work, education and training they must have and the various types of advancement possible.

BRAIN AND BEHAVIOR, THE (McGH)
c 22 minutes b&w 1957
Demonstrates two ways by which we can study the function of different brain areas in human behavior: the method of artificially stimulating different parts of the brain with an electrode and observing the results; and the method of measuring, by means of test, the changes in behavior following injuries in different areas of the brain.

BRICK AND STONE MASON (M)
jh-sh-c-a 11 minutes b&w 1945
(Your Life Work Series)
Shows various phases of structural masonry and presents some of the techniques of the trade as the commentary discusses the qualifications of one who wishes to become a mason. The American, English, and Flemish bonds are differentiated. Technical terms are defined by the commentator and are illustrated on the screen. Patterns of laying masonry are discussed and shown as they relate to strength and beauty of the handiwork of the mason.

BRICKLAYERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
Hands of men build the schools, homes and other structures to meet the nation's needs. Highlights of the skilled work performed by the bricklayers, masons, plasterers, and mosaic tile worker.

BROADER CONCEPT OF METHOD (PART I): DEVELOPING PUPIL INTEREST (McGH)
c-a 13 minutes b&w 1947
(Teacher Education Series)
Presents the conventional, teacher dominated, lesson-hearing type of recitation, and shows typical effects of this method upon student attitudes, responses and learning. The film then shows alternative techniques to achieve broader educational objectives. A comparison is drawn between the formal recitation and the informal, group discussion types of class sessions in which students are permitted, under unobstrusive teacher guidance, to share in the planning of their work and are thereby stimulated towards worthwhile and meaningful learning experiences.

BROADER CONCEPT OF METHOD (PART II): TEACHER AND PUPILS PLANNING AND WORKING TOGETHER (McGH)
c-a 19 minutes b&w 1947
(Teacher Education Series)
Students are shown learning to work together, to organize themselves into functional groups, to make and carry out plans for investigation, and to present their findings and recommendations in a group report. In these activities some difficulties are encountered which the teacher helps them to overcome by tact and guidance.

BROADER CONCEPTS OF CURRICULUM (McGH)
c-a 21 minutes b&w 1956
(Planning for Teaching)
Surveys the entire curriculum of today's secondary schools. Shows the many ways the primary needs of youth may be served through a wide variety of learning experiences, both curricular and non-curricular. The need which the schools are trying to fulfill included civic competence, vocational orientation, preparation for family living, physical fitness, and health.

BROKEN APPOINTMENT (MHFB)
sh-c-a 30 minutes b&w 1953
Public health nurse Susan Burke tells her own story of how she learned that in handling a case successfully, understanding a patient's emotions can be as important as interpreting physical symptoms.

BUILDING AN OUTLINE (C)
jh-sh 10 minutes color 1948
(Basic Study Skills Series)

Values of outlining and the basic principle involved in this educational skill are presented. Shows how to find main headings, how to word or phrase an outline and what the mechanics of outlining are.

CAREERS FOR GIRLS (McGH)
sh-c-a 18 minutes b&w 1949

Surveys the variety of fields open to women. Points out the relationships between a girl's everyday interests and the type of work that she might do successfully. Purpose of film is to stimulate early career planning and self-auditing.

CAREERS IN AGRICULTURE (C)
jh-sh 13½ minutes color 1958

A young man planning his future in agriculture, explores the many careers in the field, learning of the opportunities in the areas of crop and livestock farming, agricultural research, conservation, and agricultural communication and education.

CAREERS IN THE BUILDING TRADES (C)
jh-sh 11 minutes color 1956

At a summer job on a construction site, Bob observes the carpenter, plumber, bricklayer, electrician, painter, plasterer, and glazier at work. He discovers that his interests and aptitudes fit him for a vocation in the building trades and, when he returns to school, he finds that each of his subjects will contribute to this future work.

CAREERS IN PHYSICAL EDUCATION (AI)
jh-sh-c 30 minutes color 1958

Demonstrates that knowledge of sports such as fencing, riding, swimming and additional familiarity with physiology and first aid plus imagination to stimulate interest in physical fitness are essential qualities of those entering physical education careers. Mentions that there is an expanding program for teaching physically handicapped children and that many students find physical education a rewarding vocation.

CAREERS WITH A FUTURE (S)
sh-c-a 6 minutes b&w 1956

Describes life and the curriculum at the Culinary Institute in New Haven, where young men and women are trained for positions in the hotel and restaurant industry.

CHALLENGE OF CHANGE: CASE FOR COUNSELING (NET)
sh-c-a 30 minutes color 1962

Demonstrates the importance of guidance by following counselor Bob Warner as he helps his counselees to solve problems of career choice, "drop-out", work-study programs, scholarship aid, etc.

CHALLENGE OF THE GIFTED, THE (McGH)
c-a 12 minutes color 1958

Surveys the program of the Vallejo, California, Unified School District in meeting the needs of the gifted children of the intermediate grades. Shows how special classes are taught in the various curriculum areas by specially qualified teachers and points up the selection of gifted children according to several separate talents and abilities. Views the children as they leave their regular classes for advanced work in their gifted areas. Cautions that the program works for this particular school district but perhaps not for other situations.

CHEATING (YA)
el-jh-sh-c 10 minutes b&w 1952

When John learns that he has not been re-elected to the student council he thinks back to the cause of his failure. He had been so active in school activities that he had no time for his assignments and came to depend on his classmate Mary for help. He was caught cheating during a test and both Mary and he were punished. Audience is asked to discuss matter.

CHILD AS A WHOLE (NET)
c-a 30 minutes b&w 1955
(Understanding the Child Series—#4)

Discusses the importance of measuring a child's capabilities by his organismic age rather than his calendar age. Explains how organismic age is figured.

CHILD IN THE MIDDLE (UC)
c-a 18 minutes b&w 1956

Shows the cooperation between home and school which results in clearing road blocks to learning for an elementary school child. Based on an actual case history.

CHILDREN LIMITED (CBL)
c-a 30 minutes color

A general presentation of the problem of mental retardation. Describes institution care, needs for occupational, physical and recreational therapy, job training and value of home care.

CHILDREN'S FANTASIES (McGH)
c-a 21 minutes b&w 1956
(Child Development Series)

Explains how a child's fantasies develop and how the child is affected by them. Points out that, when properly channeled, fantasies can be an impetus to artistic, creative living.

CHOOSING A LEADER (McGH)
ah-c 9 minutes b&w 1957
(What Do You Think? Series)

Deals with the problem of how a group chooses a leader wisely. Revolves around a group of teenagers hiking through the woods who face the possibility of getting lost.

CHOOSING BOOKS TO READ (C)
jh-sh 10 minutes b&w 1948

A high school student, wishing to take better pictures, asks help from the librarian in finding books on photography. From a reading list he selects a beginners' handbook, then goes on to books on composition, the life of a photographer, and one on art. His new photographs are accepted by the high school paper.

CHOOSING FOR HAPPINESS (McGH)
sh-c-a 14 minutes b&w 1950
(Marriage Series)

"Is he right for me?" That is the first question that the heroine of this film asks herself when she meets a new boy — and somewhere in the passing weeks each one fails to measure up to the specifications she has set. They all have "something" she wants, but when she tries to change them "for their own good" they drift away leaving her hurt and puzzled. A good friend suggests that for Eve, as for everyone, self-analysis must come first—the possibility of change within ourselves before we make too many demands on others.

CHOOSING YOUR MARRIAGE PARTNER (C)
sh-c-a 13 minutes color 1952

The story of a young man who is trying to decide which of two girls to marry. He is advised to consider such factors as emotional maturity, family background, philosophy of life, and harmony of personalities before choosing his marriage partner.

CHOOSING YOUR OCCUPATION (C)
jh-sh-c-a 10 minutes color 1949

Self-appraisal, occupational possibilities, preparation requirements, and guidance facilities are presented.

CHURCH VOCATIONS (M)
jh-sh 11 minutes b&w 1949
(Your Life Work Series)

Designed to point out the many and varied types of work in the modern church. The minister with his various responsibilities and duties is introduced. The home and foreign missionary work is presented, as is church secretarial and social service. The film is non-sectarian, showing all faiths, races, and creeds.

CLASS FOR TOMMY, A (BFS)
c-a 21 minutes b&w 1950

Story of the establishment of an experimental training class for mentally retarded children. Purposes of the class are to determine if such children will progress more satisfactorily in elementary school when given special training at an early age; whether certain undesirable attitudes and reactions may be prevented by early enrollment in such a program; and to establish desirable behavior patterns at an early age in order to allow the child a more nearly normal, happy life.

COLLEGE AHEAD (GF)
sh 30 minutes color 1960

The film opens with the revelation of the average high school student's viewpoints of college. This theme is expanded through the medium of a model high school student who plans to be a lawyer to show the importance of graduate school and advanced education after college. It is stressed that a good liberal education is more beneficial than a narrow curriculum geared only for one's ultimate profession and that subjects which are obstensibly irrevelant to one's career (such as a foreign language) are actually of great importance. A parallelism is drawn between business and science, graphing the common subjects which are necessary in either field.

COLLEGE PERSPECTIVES (CBFL)
sh-c 30 minutes color 1964
Discusses the major questions faced by students preparing for college. Presents students from three colleges who reveal conflicting viewpoints about such topics as reasons of attending college, choice of college, choice of courses and majors, college cost and college life.

COLLEGE: YOUR CHALLENGE (C)
sh 16 minutes color 1953
(Basic Study Skills Series)
A presentation of the benefits of college, both academic and non-academic, which high school students may expect. Methods of dealing with financial problems and possible call of military service are considered, along with other obstacles.

COMMON FALLACIES ABOUT GROUP DIFFERENCES (McGH)
c 15 minutes b&w 1957
(Psychology Series)
Analyzes seven common notions about races, heredity and group differences in the light of known scientific evidence and shows in what ways they are all fallacies.

CONDUCTING A MEETING (McGH)
sh-c-a 11 minutes b&w 1950
(Speech Series)
Demonstrates and explains the basic parliamentary procedure which contributes to an efficient and successful meeting.

CONFLICT (McGH)
c 18 minutes b&w 1956
(Psychology Series)
Illustrates four basic types of conflict resulting from typical problems of high school or college students, and shows how the same types of conflict are induced in rats under laboratory controlled situations.

CONFLICTS (NET)
jh-sh-c-a 29 minutes b&w 1956
(Not in our Stars Series)
Points out that conflicts are caused by two forces pulling at us in opposite directions. Shows how understanding the cause and getting more experience and information lead to learning, and result in a solution.

CONTROL YOUR EMOTIONS (C)
jh-sh-c-a 13½ minutes color 1950
Indicates some of the dangers of uncontrolled emotions and some of the benefits of control. Explains procedures by which emotions may be controlled.

CONTROLLING BEHAVIOR THROUGH REINFORCEMENT (McGH)
c-a 20 minutes b&w 1956
Schedules of conditioning through reinforcement are illustrated with pigeons in Skinner apparatus and their applications to human behavior are indicated. Demonstrates the effects of: 1) fixed rate reinforcement which results in a high work output; 2) variable interval resulting in the falling off of output; 3) variable interval reinforcement which causes continuous output at a high rate and persists after reinforcement discontinues.

COOPERATION, COMPETITION, CONFLICT (McGH)
sh-c 9 minutes b&w 1957
(Sociology Series)
In one town we see how the three fundamental social processes found in all human communities — competition, conflict and cooperation operate to make society function.

COUNSELING — ITS TOOLS AND TECHNIQUES (M)
c-a 22 minutes b&w 1948
How a well-trained counselor works. Shows the trainee what tools and techniques to use in counseling and how to use them to their best advantage. Included are interviews, tests, questionnaires, the use of films, etc.

COUNSELOR'S DAY (McGH)
c-a 11 minutes b&w 1955
(Counseling Adolescents)
A counselor of students organizes his methods in accordance with the student's emotional needs. He prepares for the first interview by studying a cumulative file on the student's health, school activities, marks, aptitude tests and any evidence of the student's emotional problems. Between interviews with the student, the counselor calls a case conference, at which all teachers discuss the student's total problem and make a plan to help him. To widen his perspective, the counselor teaches a class, leads a recreation group, talks to business and civic groups and takes courses.

COURTESY AT SCHOOL (C)
el 11 minutes color 1956

Courtesy, Jerry discovers, means thinking of others. He and his classmates learn that being courteous helps them enjoy their work and play in the classroom, the cafeteria, the auditorium, the hallways, and on the playground.

CURRICULUM BASED ON CHILD DEVELOPMENT (McGH)
c 12 minutes b&w 1953

As part of American history studies, a fourth grade teacher prepares a unit on Indians. Class activities are geared to the curiosity, identification, and abilities of the individual children, and the study of Indians is related to everyday social problems and needs. Correlated with Schorling and Wingo's "Elementary School Student Teaching".

DAIRY INDUSTRY (M)
jh-sh 11 minutes b&w 1942
(Your Life Work Series)

Presents the work involved in production, in processing and marketing the products of the dairy farm. Many aspects of the dairy farm are shown, such as herding, milking and separator machines, sterilizing and getting milk to the market. A knowledge of animals and cost are important. Such jobs as a feed expert are held by men who have a knowledge of dairying. Dairy plant operations, product processing and marketing, offer many opportunities for trained men and women, particularly in the larger dairies.

DATE ETIQUETTE (C)
sh 10 minutes color 1952

The story of a date—the ways of asking and accepting date invitations, meeting the girl's parents, going to the date, behavior at an affair when seating is required, eating at a restaurant, going home and saying goodnight.

DATING: DO'S AND DON'TS (C)
jh-sh 13½ minutes color 1949

Shows the progress of the date, from choosing the right girl and asking her, through the last "goodnight." As a guide for discussion, the film raises some important questions and suggests partial answers.

DAY IN THE LIFE OF A CEREBRAL PALSIED CHILD, A (NSCCA)
c-a 30 minutes color 1950

Describes the 24-hour training and treatment required to achieve the rehabilitation of cerebral palsied children.

DAY IN THE NIGHT OF JONATHAN MOLE, A (McGH)
sh-c-a 32 minutes b&w 1960

This film is a fantasy built around a courtroom trial. Jonathan Mole is a bitter and biased man who dreams he has power and authority in a land called "Adanac." In Adanac there is a law which restricts better jobs to people of "pure" stock. An Indian, a Jew, and an immigrant are on trial for breaking this law. Jonathan Mole, as Lord Chief Justice, hears the case. There are witnesses for both sides. In the end, Mole's prejudices over-ride the reasonable and just arguments for the Defense and he convicts the three men. They are "sentenced" to a lifetime of limited opportunity.

DESIGN OF AMERICAN PUBLIC EDUCATION (McGH)
c-a 17 minutes b&w 1952

Based on the text "An Introduction to American Education" by DeYoung, cartoons illustrate the erroneous concept of education as a mechanized process presided over by a hierarchy of authorities. In American education individual differences are expected and accepted and federal, state, county and local school systems have an integrating purpose with the individual teachers as the most important single factor.

DEVELOPING FRIENDSHIPS (C)
sh 10 minutes color 1950

Brings out the meaning of friendship and the differences in individual capacities for friendliness. Shows how friendship brings a greater appreciation of people, despite varied backgrounds and personalities.

DEVELOPING IMAGINATION (C)
jh-sh-c-a 10 minutes color 1950
(Basic Study Skills Series)

Shows the importance of imagination and how to develop it. Amplifies four points: concentration on the purpose, recalling relevant image, creating a new image using parts of relevant image, checking the new image against the original purpose to see how it fits.

DEVELOPING LEADERSHIP (C)
jh-sh 10 minutes color 1949
Bert knew what to do when a flood struck Greenview. With enthusiasm, vision, and imagination, with readiness to assume responsibility, he directs a job.

DEVELOPING RESPONSIBILITY (C)
jh-sh 10 minutes color 1949
This story of a boy, and of the dog that he wants very badly, teaches the lesson that although responsibilities often entail hard work, difficult decisions and missing some fun, often the rewards, both material and spiritual, more than compensate.

DEVELOPING SELF-RELIANCE (C)
jh-sh 10 minutes color 1950
Shows how dependency grows and yet how necessary self-reliance is to all successful endeavors and happiness. Analyzes the steps in developing self-reliance: to assume responsibility, be informed, know where you are going and make your own decisions. A distinction is drawn between dependence, which is undesirable, and seeking advice and help, which is part of being intelligently self-reliant.

DEVELOPING YOUR CHARACTER (C)
jh-sh-c-a 10 minutes color 1950
Illustrates what good character is and how it can be achieved in order to live more happily and more successfully. Influences from the home, church, school, and friends, which mold an individual's character, are described and a guide to developing character is presented.

DEVELOPMENT OF INDIVIDUAL DIFFERENCES (McGH)
c-a 13 minutes b&w 1957
(Psychology Series)
Illustrates the relative influence of heredity and environment upon behavior and shows how family resemblances in behavior are handed on from generation to generation.

DEVELOPMENTAL CHARACTERISTICS OF PRE-ADOLESCENTS (McGH)
c 18 minutes b&w 1954
(Teacher Education Elementary Series)
Correlated with the book "Elementary School Student Teaching" by Schorling and Wingo. A study of the behavior patterns of eight and nine year old children which can be utilized as a basis for developing a curriculum that succeeds in providing satisfactory educational experiences for children of the age group.

DIAGNOSIS AND PLANNING ADJUSTMENTS IN COUNSELING (McGH)
c-a 18 minutes b&w 1955
(Counseling Adolescents)
Discusses the successive steps in counseling: searching for the cause, easing anxieties and strain, planning courses of action, and making new adjustments, illustrated with interviews between the classroom teacher and the student, the counselor, mother, and student; and a concluding interview between the counselor and the student.

DISCIPLINE DURING ADOLESCENCE (McGH)
c-a 16 minutes b&w 1958
(Adolescent Development Series)
Correlated with text "Adolescent Development" by Elizabeth R. Hurlock. Discusses the question of how much discipline is good for adolescents, dramatizing too little and too much parental control.

DO BETTER ON YOUR EXAMINATIONS (C)
sh 10 minutes color 1951
(Basic Study Skills Series)
Demonstrates four basic rules that students can follow to do better on their examinations. Suggests cultivating a positive attitude toward tests through understanding their purposes, objectives and values.

DO I WANT TO BE A SECRETARY? (C)
sh-c 10 minutes color 1954
The skills, personal qualities, educational requisites and principal duties of a secretary are shown. After talking with her typing teacher and her guidance counselor, taking vocational tests, reading about secretarial work and visiting an office, one girl in a beginning secretarial course is assisted in deciding if she wants to be a secretary.

DOCTOR SPOCK (McGH)
c-a 26 minutes b&w 1953
A series of incidents in the lives of children from infancy to the age of

six portraying the practices advocated by the child specialist, Dr. Spock. Such scenes as feeding the baby, playing at the age of one, getting up after being put to bed at the age of two, little girls dressing like their mothers, and older boys watching community activities point out the specific theories of Dr. Spock for bringing up average children in a normal, well-established family environment.

DOING HOMEWORK IN GREGG—SIMPLIFIED (McGH)
jh-sh 9 minutes b&w 1959
The film begins by showing incorrect ways of doing homework and then demonstrates a correct procedure that will enable students to complete their assignments in a shorter time and with greater effectiveness by using a reading and outline approach.

DRAFTSMAN (M)
jh-sh 11 minutes b&w 1942
(Your Life Work Series)
Shows steps necessary in detailed preparation of plans for a building. Presents the kinds of drafting used from freehand sketches to detailed finished drawing, each phase of the development being handled by men trained for that particular task. Indicates the multitude of jobs for draftsmen in industry.

EARNING MONEY WHILE GOING TO SCHOOL (C)
jh-sh 10 minutes color 1950
Shows that work after school can be undertaken if it doesn't interfere with school work or homework. In addition to providing extra money, part-time work is valuable in many other ways — increasing responsibility, understanding the relation between job work and school work, learning new skills, and learning to get along with people.

EDUCATION OF EXCEPTIONAL CHILDREN (ILLU)
e-a 22 minutes b&w 1953
Illustrates teaching methods at the Champaign, Illinois, public schools with various types of handicapped children, including blind, deaf, crippled, and mentally retarded; with emphasis on guidance of the child toward physical therapy and recreational pursuits.

EFFECTIVE LISTENING (McGH)
sh-c-a 15 minutes b&w 1960
Demonstrates the importance of effective listening in the communication process. Built on the thesis that at least 45 percent of our communication is via listening, this film points out the major obstacles to effective listening and discusses the various ways in which the individual can meet and overcome such obstacles. The film's setting is a classroom situation, where the narrator uses carefully selected action and a flannel board to demonstrate and explain his points.

ELECTRICIAN, THE (M)
jh-sh 11 minutes b&w 1942
(Your Life Work Series)
Shows and describes in comprehensive — rather than detailed — fashion the work of the electrician in three major fields: power, communication, and transportation.

ELEMENTARY SCHOOL CHILDREN (PART I): EACH CHILD IS DIFFERENT (McGH)
e-a 17 minutes b&w 1954
(Teacher Education Elementary Series)
As Miss Smith surveys her new fifth grade class, film singles out five children whose personalities and backgrounds present typical problems. Robert is popular and good at sports but has difficulty reading. Ruth is always tired and apathetic because she has had to help manage the home. Elizabeth is obsessed with her parents' quarrels and rejection of her. John is considered a failure by his parents while Mark's superior intelligence is not sufficiently challenged by usual fifth grade work. Poses question: "How does a teacher find out about a child?"

ELEMENTARY SCHOOL CHILDREN (PART II): DISCOVERING INDIVIDUAL DIFFERENCES (McGH)
e-a 25 minutes b&w 1954
(Teacher Education Elementary Series)
Shows how a fifth grade teacher systematically studies the differences in background, abilities and needs of the children in her room. In this process she utilizes the following techniques: observation, cumulative records, behavior journal, discussion with parents, and staff conference.

EMOTION (NET)
c-a 29 minutes b&w 1954
(Great Ideas Series)
Discusses various theories of emotion, and states that the control of emotion is a fundamental problem. Describes the causes of emotion and the resulting bodily reactions. Explains the two extreme points of view on emotion, and reads statements of philosophers who support each view.

EMOTIONAL DEVELOPMENT (NET)
c-a 30 minutes b&w 1955
(Understanding the Child Series)
Discusses the aspects of emotional development. Explains the origin of many children's fears, and discusses frustrations, temper tantrums, and ways of testing children for emotional disturbances.

EMOTIONAL HEALTH (McGH)
sh-c 20 minutes b&w 1947
Designed for college health classes, film presents problem of a college student who consults a physician when he becomes worried about chest pains and other physical upsets. Finding no physical causes, physician recommends consultation with a psychiatrist who discovers a deep-rooted but unsuspected fear. After discussion, he improves.

EMOTIONAL MATURITY (McGH)
sh-c-a 20 minutes b&w 1958
Case history of Dave, an emotionally disturbed adolescent. Dave cannot face the facts that his girl friend has broken up with him and that the football coach keeps him on the bench during the game. Points out that his father expects too much of Dave, whereas his mother treats him like a baby. Stresses that adults play an important role in helping adolescents develop emotional maturity.

EMOTIONS: FRIEND OR ENEMY (NET)
jh-sh-c-a 30 minutes b&w 1954
Discusses the characteristics of the expert worrier, and offers suggestions toward overcoming the worry habit. States that modern man is highly prone to worry, even becoming expert at it, and points out that many changes occur in the worrier's physical and psychological self. Stresses that worry is not an illness, but is a habit or skill which is acquired through practice and experience.

ENGINEERING (M)
jh-sh 11 minutes b&w 1942
(Your Life Work Series)
Shows the work being done in the fields of civil, structural, hydraulic, sanitary, mechanical, combustion, machine design, refrigeration, heating and ventilating engineering.

EVERYDAY COURTESY (C)
el-jh 10 minutes color 1948
Courteous habits of thought and action which should be used every day. Its theme is that there are certain "skills" involved in courtesy and that the use of these skills allows us to move through many different social situations with a minimum amount of friction and a maximum number of friends.

EXCHANGING GREETINGS AND INTRODUCTIONS (McGH)
el 11 minutes color 1960
The importance of knowing and using proper forms of greetings and introductions is dramatized in this film. A boy makes enemies at his new school by the manner in which he returns a greeting. As this is a fantasy, he is allowed a second chance to correct the impression he has made, but the narrator points out the necessity for saying and doing the right thing the first time since, in reality, we cannot have a second chance. Other examples of wrong impressions created through awkwardness in introductions and greetings are illustrated and the proper forms demonstrated. In the following scenes, a number of situations, both formal and informal, are shown in which young people are called upon to make introductions or to return greetings in school and in social life.

EYE OF THE BEHOLDER, THE (SR)
c-a 30 minutes b&w 1953-54
The story of an artist, who becomes involved in the killing of a beautiful girl, as he appears variously to a number of witnesses. Brings out "What is truth?" and shows that no two people see the same thing or situation in the same way.

FACING REALITY (McGH)
sh-c-a 12 minutes b&w 1954
(Psychology for Living Series)
Correlated with the book "Psychology for Living" by Sorenson and Malm. Explains what defense mechanisms

are and how and why people use them. The remainder of the film is concerned with an adolescent boy who covers up his real feelings of failure and frustration by negativist, face-saving and attention-getting behavior. A sympathetic teacher encourages him to discuss his real fears and feelings, and the way is opened for more healthy attitudes and behavior.

FACING THE TEST (UG)
jh-sh 22 minutes b&w 1963
Illustrates purposes and uses of standardized tests using the sequential Test of Educational Progress and the Cooperative School and College Ability Test as examples. Describes areas covered and gives general directions for taking these tests. Shows preparation by examiners, scheduling tests, an actual situation, and machine scoring.

FAMILY AFFAIR, A (MHFB)
jh-sh 31 minutes b&w 1955
(Professional Education Series)
In this drama of everyday family life, an adolescent son's defiance of his parents brings to the surface the husband's long smoldering resentment of his wife's domination. As the Coopers receive professional family counseling, typical interviews are presented in detail.

FAMILY LIFE (C)
jh-sh-c-a 10 minutes color 1949
Shows how a family begins to enjoy life through proper home management of schedules, responsibilities, privileges and finances.

FEAR AND ANXIETY (NET)
c-a 29 minutes b&w 1956
(Not in Our Stars Series)
Discusses rational and irrational fears with illustrations from real life situations. Distinguishes between these two types of fears, a system of unlearning the original fear by gradually making it pleasant.

FEELING LEFT OUT? (C)
jh-sh-c-a 13 minutes color 1951
(Social Adjustment)
Explains how a high school student may overcome the feeling of being left out by making friends with individuals rather than trying to join cliques.

FEELING OF REJECTION (NFBC)
c-a 23 minutes b&w 1947
Psychiatric treatment of a 23-year-old girl, explaining origin of maladjustment in early childhood through unfortunate handling by parents, overprotection, resulting in her becoming a "good" girl but not sufficiently mature to handle own problems. Treatment proves successful.

FIND THE INFORMATION (C)
jh-sh 10 minutes color 1948
An orientation film in the use of the library, main card catalog, periodical room, 7-day book room, etc., in the University of Illinois Library.

FINDING THE RIGHT JOB (C)
sh-c 11 minutes color 1949
Includes a presentation of job-lead sources; emphasis on some of the crucial stages in obtaining a job; and how to establish a process of weighing offers in terms of your future goals and what the company has to offer.

FINDING YOUR LIFE WORK (M)
jh-sh-c 22 minutes b&w 1940
(Your Life Work Series)
A man is seen fishing, and the commentator compares an experienced fisherman and his special bait with a boy looking for a job. The boy must use the baits of personality, training and experience. A sequence on "knowing yourself" consider the various aptitude tests and the individual's educational record, his character, interest, accomplishments, social assets, and financial ability to sustain himself until established.

FIRE AND POLICE SERVICE (M)
jh-sh 11 minutes b&w 1947
(Your Life Work Series)
Firemen must learn to use many tools, be experts in first aid and must know the theory of fire fighting. Their work and training is presented and explained. The many kinds of police work are also presented including patrolling a beat, detective's duties, and technical services at police headquarters.

FISHERY WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
Story of tuna fishing and canning. Fishermen catch the fish by using unbaited and unbarbed hooks; preparation and canning in the factory.

FOR THOSE WHO ARE EXCEPTIONAL (DEEC)
c-a 43 minutes color
Describes public school educational programs for the mentally retarded, physically handicapped, the deaf, speech defectives, hard of hearing, and the emotionally disturbed.

FORESTRY AND FOREST INDUSTRIES (M)
jh-sh-c 11 minutes b&w 1946
(Your Life Work Series)
Forest rangers at work and people engaged in harvesting, processing, and distributing forest products. The work of the logger, lumberjack, trimmer, and grader is explained.

FOUR FAMILIES — PART I (McGH)
sh-c-a 30 minutes b&w 1960
Deals with the customs of India and France. A typical family from each of these two countries serves as a representative of their people. Through the actions of these families the social trademarks of their countries are made manifest. The film emphasizes basic similarities between the French and Indians, in spite of acute differences in religious beliefs and rituals.

FOUR FAMILIES — PART II (McGH)
sh-c-a 30 minutes b&w 1960
This film deals with the peoples of Japan and Canada. The opening scenes show diagrams illustrating the structure of the Japanese household. The small, sensuous moments so greatly enjoyed by the Japanese are typified by the ancient bathing rituals. The second half of this film shows the routine of a small Saskatchewan family which symbolizes the North American people. Their civilized manner best reflects the modes of the modern world.

FREE READING FOR ALL (H)
jh-sh-c-a 22 minutes b&w 1945
American public library service is illustrated by featuring the work of the New York (City) Public Library. A Chinese community and its library emphasize the effort of the branch libraries to meet the needs of their respective neighborhoods.

FRIENDSHIP BEGINS AT HOME (C)
jh-sh-c 16 minutes color 1949
Directs attention to the values of friendship within the family as well as outside. Emphasizes that, although the adolescent becomes independent of his family, he benefits by valuing the importance of their friendships and of doing things with the family group.

FROM GENERATION TO GENERATION (McGH)
sh-c-a 30 minutes color 1960
Presents the story of reproduction with the case history of a young farm couple. The wife's pregnancy forms the continuity of the film while the story line is enriched by tangible themes and visual supplementations. One of these is the lesson that human reproduction is an integral part of the universal pattern of nature. By means of animation, the film explains the creation and the development of the new life.

FROM SOCIABLE SIXES TO NOISY NINES (NFBC)
c-a 21 minutes b&w 1954
Depicts the personality and behavior characteristics of boys and girls that are similar and different within the six to nine age group. In a family with two sons and a daughter of these ages, the parents note and deal with characteristic problems such as jealousy, occasional dishonesty, destructiveness, and different interests and abilities.

FROM TENS TO TWELVES (NFBC)
sh-c-a 26 minutes b&w 1956
The new growth and awareness of boys and girls at ten, eleven, and twelve years of age is shown. Portrays difficulties of distinguishing between traits of the age and the individual personality. At ten, boys like rough clothes, tough talk, and sports. Girls do better schoolwork, are eager to please. At twelve, they talk a great deal and readily evaluate others. Points out difference in personality and physical development at each age.

FRUSTRATING FOURS AND FASCINATING FIVES (NFBC)
sh-c-a 22 minutes b&w 1953
A study of normal growth and development of a group of nursery school children and a boy at home, at four and five years of age. Motor skills, attention span, interaction with contempories, and response to adults

are observed. The 4-year-old is active, inconsistent, often frustrating to adults. The 5-year-old enjoys dramatic play, is cooperative, imaginative, and quite likeable.

FUN OF BEING THOUGHTFUL (C)
jh-sh 10 minutes color 1950
(Personal Guidance Series)
Defines thoughtfulness in the exercise and application of a few social skills, noticing what others like and want and then acting accordingly.

FURNITURE WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(American at Work Series)
Machines have eliminated the tedious, unrewarding aspects of carving, but hand operation still continues to be performed on each piece of furniture to match the skilled craftsmanship of earlier days.

GAS WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
Follows the flow of natural gas from the well to the kitchen. Gas servicemen keep up with the latest developments in gas appliances in order to make swift repairs and check on safety.

GETTING A JOB (EBF)
jh-sh 16 minutes b&w 1954
Shows how to prepare to look for a job by listing possible employers and getting information about them; explains the six "roads" to a job; employment agencies, want ads, etc., and the actual process of applying for and obtaining the job.

GETTING INTO COLLEGE (C)
sh 14 minutes color 1960
Bob makes careful preparations for getting into college. He begins early, and gets expert counsel. We follow his plan, step by step, until he is eventually accepted by the college of his choice. In contrast, Ken delays planning until his senior year, and fails to get proper counsel. His last-minute acceptance reinforces the film's emphasis on the importance of intelligent and early planning and counseling.

GETTING READY EMOTIONALLY (C)
jh-sh-c-a 11 minutes b&w 1951
(Are You Ready for Service? Series)
Emotional adjustments to military training are treated. Shows how self-discipline now is preparation for being on one's own in the service; and how an understanding of the facts relieves tensions about combat training.

GETTING READY MORALLY (C)
jh-sh-c-a 11 minutes b&w 1951
(Are You Ready for Service? Series)
Students will see how poor moral decisions affect happiness and learn what to do before entering the armed forces to achieve the best possible standards.

GETTING READY PHYSICALLY (C)
jh-sh-c-a 11 minutes b&w 1951
(Are You Ready for Service? Series)
Young men entering the service will have to face more strenuous physical activity than that to which they are accustomed. The film explains the three essential steps to getting ready physically — the importance of having a thorough physical examination, the need for good health habits, the diagnostic use of the physical standard test set by the Armed Forces Committee of the American Association for Health, Physical Education, and Recreation.

GETTING WHAT YOU ARE AFTER (McGH)
sh 6 minutes b&w 1955
(What Do You Think? Series)
This film discusses whether, in business competition, one's standards of fair play should be lowered. The question revolves around two girls who seek the same job. While one has already applied for the position and is reasonably sure of getting it, she lessens her chances by telling the other girl that applications are still being accepted. A third girl questions the first's "softness," and the audience is asked to judge.

GETTING YOURSELF ACROSS (McGH)
sh-c-a 21 minutes b&w 1957
(Speech Series)
College students in a speech class illustrate the important effect a speaker's personality has on his audience. Actions, without words, can communicate. The students gain confidence, lose their stage fright, learn that a speaker whose appearance is careless is not convincing. An effective speaker shows genuine interest in his subject and his audience, and is honest in his convictions. Communication is a two-

way proposition between the speaker and his audience.

GIVING THE RORSCHACH TEST (PCR)
c-a 10 minutes color 1958
After introductory remarks, brief outline presentation of Klopfer method with single subject.

GLASS HOUSES (BRF)
sh-c-a 27 minutes b&w 1954
The problem of juvenile misconduct is epitomized by a typical court situation in which the characters are portrayed as representatives of the various segments of the community concerned — the parent, teacher, the clergyman, and the public official. The prosecutor presents the problem to the community. An understanding judge helps to emphasize the influence and the responsibility of each of the groups represented.

GOING STEADY? (C)
jh-sh-c-a 10 minutes color 1951
Examines "going steady" by teenagers as a normal step in the progress toward engagement and marriage, and brings out both advantages and disadvantages. The accompanying problems are raised in order to encourage discussion and understanding.

GOLDEN RULE (C)
el 10 minutes color 1953
The "golden rule" as a standard for behavior is visually interpreted so it will be understood by young children. Everyday situations to which this rule applies are dramatized to encourage children to apply the rule to their own actions.

GOOD GROOMING FOR GIRLS (C)
jh-sh-c 10 minutes color 1956
Spending an evening with Rosemary, Anne sees that Rosemary's attractive appearance is achieved by a carefully followed routine — a well-planned and cared-for wardrobe, attention to hair, nails, teeth, personal daintiness, good posture, and proper diet and rest.

GOOD LOSER (YA)
el-jh-sh 13 minutes b&w 1953
(Discussion Problems in Group Living Series)
A boy who is accustomed to winning finds himself in the role of the loser. In this unfamiliar situation, he has difficulty in accepting his defeat gracefully. Designed to stimulate discussion of personal attitudes toward winning and losing.

GOOD SPORTSMANSHIP (C)
el-jh 10 minutes color 1950
Through story situations, the audience sees a number of examples of good sportsmanship in action. In these the importance of sportsmanship in all phases of daily living is emphasized.

GOOD TABLE MANNERS (C)
jh-sh-c 10 minutes color 1951
Shows that manners are matters of courtesy, consideration for others, and common sense. Through a dramatic device in which a 14-year-old boy is brought face-to-face with himself as a young man of 21, audiences will see that they soon will be entering an adult world in which they will be constantly concerned with making a good impression.

GREENIE, THE (TFC)
jh-sh-c-a 10 minutes b&w 1949
A little Polish refugee boy comes to America with his father. The boy, attempting to become a part of this new world and make friends, is at first ridiculed by the boys on his street, but is finally accepted by them in true "Yankee" spirit.

GRIPER (YA)
jh-sh 12 minutes b&w 1954
(Discussion Problems in Group Living Series)
Depicts a teen-age boy who is always complaining and finding fault with everything, in a number of home and school situations. Shows the effect of his remarks on fellow students and their efforts to help him.

GROUP DISCUSSION (McGH)
sh-c-a 10 minutes b&w 1954
(Speech Series)
Illustrates the various check points in any group discussion, the basic types of group discussion, and the responsibilities of the leader. Includes examples from PTA meetings, home, industry and school situations.

GUIDING THE GROWTH OF CHILDREN (McGH)
c-a 18 minutes b&w 1956
(Planning for Teaching Series)
Correlated with the book "Planning for Teaching" by Robert W. Richey.

A fifth grade teacher shows how she guides the development of her students as individuals and helps them to overcome such problems as poor reading ability, shyness, stuttering, and overly high intelligence.

H—THE STORY OF A TEEN-AGE DRUG ADDICT (McGH)
c-a 22 minutes b&w 1960
The documentary story of a teenage drug addict. Designed to alert community groups to the dangers of drug addiction among adolescents.

HABIT PATTERNS (McGH)
sh-c-a 15 minutes b&w 1954
(Psychology for Living Series)
Correlated with the book "Psychology for Living" by Sorenson and Malm. Barbara is never prepared, never on time. Through the years she has built up a set of disorderly habits that are spoiling her relations with her family as well as her teachers and friends. After a particulary unhappy experience, Barbara takes steps which, if repeated, will help her to become more like Helen, her friend who has learned to plan for her tomorrows the day before.

HANDLING STRONG FEELINGS (NET)
jh-sh-c-a 29 minutes b&w 1956
(Not in Our Stars Series)
Explains the causes of strong feelings such as anger, anxiety, and aversion, and shows how people deal with them. Suggests controlling strong feelings through understanding, and presents approved outlets.

HEATING AND AIR CONDITIONING (M)
jh-sh 11 minutes b&w 1945
(Your Life Work Series)
After showing some of the places such as restaurants, hospitals, factories, etc. where air-conditioning is used, scenes of equipment being constructed, installed and serviced are given. Heating equipment is shown and principles explained. The job range is outlined and the educational requirements are indicated.

HEREDITY AND FAMILY ENVIRONMENT (McGH)
sh-c-a 9 minutes color 1955
In a high school psychology class the instructor, using camera techniques, illustrates the roles of heredity and environment and how they mesh in actual living by picturing the development of Jennifer Kimball, one of the class members.

HIGH SCHOOL PROM (C)
jh-sh 16 minutes color 1957
Through dramatization, shows four students as they prepare for a high school prom and acquaint themselves with the proper rules of prom etiquette. Stresses such functions as asking for a date, planning appropriate dress, managing expenses for the evening, making introductions, informing parents of plans, observing etiquette, and assuming responsibility for the family car and its occupants. Points out some examples of inappropriate behavior.

HIGH SCHOOL: YOUR CHALLENGE (C)
jh-sh-c 13 minutes color 1959
Explains in simple terms why a high school education is essential in today's world. The film approaches high school from the viewpoint of the student, enabling him to discover for himself that a high school education will be an important and unforgettable part of his life.

HIGH WALL, THE (McGH)
sh-c-a 82 minutes b&w 1952
A white-collar neighborhood gang fight ends in hospitalization of two teen-age boys, one of Polish extraction. A review of the boys' lives by a psychiatrist and social worker points out how prejudice was gradually built up in one through the discriminatory attitudes of his socially and economically frustrated parents. His sister, less susceptable to family frustrations, makes an adequate adjustment in her life.

HOMEWORK: STUDYING ON YOUR OWN (C)
jh-sh-c 11 minutes color 1953
Illustrates certain necessary homework skills — finding a place and time to study, scheduling and arranging projects according to materials needed for study, and developing the habits of studying on your own. Portrayed in relationship to the significance of homework as a forerunner to success in college, business and adult life.

HONEST TRUTH (McGH)
jh-sh-c 5 minutes b&w 1953
(What Do You Think? Series)
Poses the question of whether an

honest judgment is better than tactful evasion of criticism in situations where an individual's feelings may be hurt. Following a high school play in which a popular but untalented student has had the leading role, the editor of the school paper defends his right to print an objective critical review of her performance, while other students feel that she should be treated more gently. The audience is invited to take over discussion of the issue.

HOUSE I LIVE IN, THE (YA)
el-jh-sh 10 minutes b&w 1946
Frank Sinatra comes across a group of youngsters who show belligerent antagonism toward a boy of another religion. He talks to them of the necessity of accepting people of all creeds and recognizing their value as individuals, and sings Earl Robinson's song.

HOW CHILDREN GROW (NET)
e-a 30 minutes b&w 1955
(Understanding the Child Series—#1)
Discusses the concepts of maturation and nurture, and examines their relation to physical, intellectual, social, and emotional growth. Two girls, ages 5 and 8, are used to demonstrate intellectual achievement.

HOW DO YOU KNOW ITS LOVE? (C)
sh-c-a 13 minutes color 1951
Intended to give young people a basis for thinking clearly about being in love, that the mere feeling of attraction is not enough for a happy marriage. Shows how love grows through normal, typical stages.

HOW FRIENDLY ARE YOU? (C)
el-jh 10 minutes color 1951
Presents some of the values of being friendly and encourages the broadening of one's range of friends. Friendliness is shown to be a two way proposition involving generosity, consideration and a sincere interest in other people.

HOW GOOD ARE OUR SCHOOLS? (NEA)
c-a 29 minutes b&w 1959
This film is a dramatic documentary on high schools, narrated by Ralph Bellamy, based on Dr. Conant's "The American High School," and shows what every secondary school should be equipped to do by taking you into two comprehensive high schools.

HOW HONEST ARE YOU? (C)
jh-sh 13½ minutes color 1950
Students usually understand that honesty is a good thing, they don't have much trouble with simple honesty. But in some situations, honesty is a much deeper problem and it is this type of situation that is analyzed in this film.

HOW MUCH AFFECTION? (McGH)
sh-c 20 minutes b&w 1958
(Marriage and Family Living Series)
How much affection should there be between a couple that is going steady? How far can young people go in petting and still stay within the bounds of social mores and personal standards? The film sets the stage for constructive and frank discussion of these and related questions of importance to young people today.

HOW QUIET HELPS AT SCHOOL (C)
el 10 minutes color 1953
Primary grade children see the fun of making noise on the playground, but they also see the importance of being quiet in the library, in the classroom, when talking together, working on group projects, and when walking about their room.

HOW TO BE WELL GROOMED (C)
jh-sh-c 10 minutes color 1948
How two young people improve their personal appearance through constant attention to good grooming habits. Demonstrates to students the four fundamentals of appearance: good health, good posture, cleanliness and neatness.

HOW TO CONCENTRATE (C)
jh-sh-c 10 minutes color 1951
(Basic Study Skills Series)
Demonstrates techniques which facilitate concentration — looking for answers to questions, selecting one idea at a time, avoiding distractions, and employing periodic relaxation.

HOW TO DEVELOP INTEREST (C)
jh-sh 10 minutes color 1950
Developing interest is not only a teacher's job, but also the responsibility of individual class members. This film demonstrates how this responsibility can be met.

HOW TO GET COOPERATION (C)
jh-sh 10 minutes color 1950

Shows how cooperation from others can be enlisted if certain considerations are made. The need for a variety of methods of securing cooperation is demonstrated while showing how desired ends can be reached more easily with cooperation of others.

HOW TO INVESTIGATE VOCATIONS (C)
jh-sh 10 minutes b&w 1952

Intended to motivate youngsters to investigate vocations and determine which kinds of work they are best suited for. How to interpret vocational guidance tests, how to apply this information to different vocations, how to raise questions related to a specific job and how to gain actual job experience are all visually portrayed.

HOW TO JUDGE AUTHORITIES (C)
jh-sh-c 10 minutes color 1948
(Basic Study Skills Series)

Bill encounters a puzzling conflict between statements of "authorities." But unlike most of us, Bill uses intelligent evaluation practice. He considers the internal evidence on each authority, the experience from which each speaks, and the evidence of his own experience to reach sound decisions.

HOW TO JUDGE FACTS (C)
jh-sh-c 10 minutes color 1948

Helps students establish a judicious mental attitude toward fact-finding. Like Jim, the high school sophomore who writes a "sensational" story for his school newspaper, they'll learn to guard against platitudes, false analogies, assumptions, and double meanings.

HOW TO KEEP A JOB (C)
jh-sh 10 minutes b&w 1949

Admitting the importance of selecting the right vocation and specific position, job success also involves getting along with fellow workers, conduct of work, attitude toward company, and several other factors.

HOW TO OBSERVE (C)
jh-sh-c 10 minutes color 1950

Demonstrates the importance of observation as basic to learning the sciences and the arts. Students are shown that observation can be developed as a skill and can be improved through applied and guided practice.

HOW TO PREPARE A CLASS REPORT (C)
jh-sh 10 minutes color 1953

Outlines a procedure applicable to almost any type of oral or written report. Students are advised to review their own interests for subject matter, but also to remember those of the audience; to go to the library for reliable source material; and to utilize personal experiences; then to sort out and organize what they have found.

HOW TO RAISE A BOY (FFF)
jh-sh-c-a 27 minutes b&w 1955

Andy, a fourteen year old boy, bitter, suspicious, comes to live at the Abbott farm. He resists all kindness and friendship until a revelation about the two Abbott boys finally breaks the emotional log-jam and starts him on a new life.

HOW TO READ A BOOK (C)
jh-sh-c 10 minutes color 1947
(Basic Study Skills Series)

The selection of a book involves several considerations: What information do we need? What questions do we want answered? What does the book offer that will contribute to our knowledge and understanding? The film attempts to answer these questions. Other details mentioned are: the author's attitude; key ideas — where to look for the index, footnotes and references, when to read quickly and when to read with greater care.

HOW TO REMEMBER (C)
jh-sh-c 10 minutes color 1950
(Basic Study Skills Series)

Demonstrates a procedure for remembering given material. How to memorize a selection is shown specifically while explaining the whole process of remembering. Types of remembering are explained and six basic rules for making remembering easier are presented.

HOW TO SAY NO (C)
sh-c-a 10 minutes color 1951
(Moral Maturity Series)

The central theme is how to say "no" and keep friends. Beginning with situations in which saying "no" is

relatively easy, the discussion moves to how to say "no" when asked to become involved in undesirable activities.

HOW TO STUDY (C)
jh-sh-c 19 minutes color 1946
(Basic Study Skills Series)

Designed to motivate better study habits and give practical hints on study techniques. Shows how study is made more pleasant and profitable through cultivation of proper techniques.

HOW TO THINK (C)
jh-sh 13½ minutes color 1950
(Basic Study Skills Series)

A traffic ticket for driving his delivery car without a commercial safety ticket gives Dick motivation to do a lot of straight thinking. By following suggested procedures for clear and careful thinking he is able to solve his problem successfully. The important elements of concentration, observation, memory, and logic are all presented as part of the correct way to think.

HOW TO WRITE YOUR TERM PAPER (C)
jh-sh 10 minutes color 1948
(Basic Study Skills Series)

A high school boy writes his term paper. Class assignment allows choice of topic. He makes a checklist of things to do and names of possible topics, uses library card catalog and Reader's Guide for information on each, takes notes, chooses "Airport Traffic Control." He visits the airport for first hand information, consults references, organizes material, makes an outline, illustrates the topic.

HOW WE COOPERATE (C)
el-jh 10 minutes color 1950

What cooperation is, the value to be derived from it, and some of the most important "settings" in which we should cooperate. The function of purpose, effort, and planning in cooperation are stressed.

HOW WE LEARN (C)
jh-sh-c 10 minutes color 1951
(Basic Study Skills Series)

Analyzes the process of learning and shows the two components: readiness and materials. How each class member can assume responsibility for his own readiness to learn is told in a simple counseling incident. The principles of readiness explained are: establish goals, cooperate and compete with others, work with your teachers, and see sense in what you are doing.

HOWARD (IFB)
jh-sh-c-a 29 minutes b&w 1957

Howard is faced with his first big decision when his family opposes a camping trip in Canada. Presents the diverse attitudes of both adults and teenagers, and the feeling of near-desperation which touches Howard when he is faced with the responsibility of individual choice.

I NEVER WENT BACK (CCP)
jh-sh-c 16 minutes color 1964

The film portrays some of the significant characteristics of early school leavers — average ability, excessive mobility, lack of strong parental motivation, reading retardation in school and social activities. Its primary message, however, is that education is continuous and available for those who wish to take advantage of it.

I WANT TO BE A SECRETARY (C)
sh-c 10 minutes b&w 1943

Deals with clerical aptitudes. Gives aspirants important clues as to their own chances of success in this particular field.

IMPORTANCE OF GOALS (McGH)
c-a 19 minutes b&w 1950
(Educational Psychology Series)

The case of 13-year old Tommy illustrates the principle that all education is essentially a process of attaining basic, meaningful goals.

IMPORTANCE OF MAKING NOTES (C)
jh-sh 10 minutes color 1951
(Basic Study Skills Series)

Presents the important skills of good note-taking — how good notes are taken in oral instruction periods and during reading, how to find the key ideas for notes, what sorts of materials should be taken down verbatim and what should not be taken at all.

IMPROVE YOUR PERSONALITY (C)
sh-c 10 minutes color 1951

Emphasizes that personality is not a vague, glamorous attribute of the fortunate few, but a part of each individual's character. Shows how per-

sonalities can be developed, adapted and controlled.

IMPROVE YOUR READING (C)
el-jh 10 minutes b&w 1947
Three students who have reading problems confer with the school librarian. The librarian encourages the slow reader to increase his perception span and develop an interest in reading; advises the fast reader to slow down and look up difficult words in dictionary; and helps the vocalizer to eliminate superfluous motion. Emphasizes that reading rates should be governed by material, and correct reading must be practiced.

IN TIME OF TROUBLE (McGH)
sh-c-a 14 minutes b&w 1954
(Marriage Series)
Correlated with the book "Marriage for Moderns" by Bowman. Acting as counselor, the family minister tactfully suggests to the wife that her energy and efficiency in the home have made her husband feel lonely and "out of things" and therefore resort to drinking for escape. He suggests that the husband have a larger share in family activities. Later sequences show him feeding the baby, entertaining friends they have invited, etc.

INDUSTRIAL RUBBER WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
Story of rubber manufacturing and the skilled workers of this trade. How many types of rubber with unusual characteristics are produced.

INTERPRETING TEST SCORES REALISTICALLY (ETS)
c-a 20 minutes color 1961
This film demonstrates very graphically the use of the standard error of measure in interpreting test scores. It gives an analogy between the difference in length of golf drives off the tee and scores obtained from a written examination.

INTO THE LIGHT (CDC)
c-a 14½ minutes color
Shows parent interview with physician, explanation of retardation and school activities for the retarded child.

IQ AND DELINQUENCY (NET)
sh-c-a 29 minutes b&w 1956
(Searchlights on Delinquency Series #3)
Refutes some often heard ideas about the relationship between mental ability and crime. Interviews two delinquents—one high, one low, in mental ability. Each interview is followed by a discussion of the case.

IS THERE COMMUNICATION WHEN YOU SPEAK? (McGH)
sh-c-a 17 minutes b&w 1954
The experiences of a young speech student are used in explaining the process of transmitting an idea from speaker to audience, illustrating how visual aids and a speaker's voice, pronunciation, articulation, language, and movements aid in advancing his ideas.

IS THIS LOVE? (McGH)
sh-c 14 minutes b&w 1958
(Marriage and Family Living Series)
Contrasts the romances of two college roommates, one girl impulsive and emotional; the other hesitating to consider marriage until she has solid proof of her love. Considers their respective chances for success in marriage.

IT TAKES ALL KINDS (McGH)
sh-c-a 20 minutes b&w 1950
(Marriage Series)
Shows a series of young people, each one reacting to a similar tense situation. They are seen with members of the opposite sex so that the audience can get an insight into the possibilities for success or failure in marriage, should they select each other. The successful marriages, the film points out, are those where the partners choose each other with care, with a sure knowledge of each other, and then accept each other for what they are — not for what each might wish the other to be.

JEALOUSY (McGH)
sh-c-a 16 minutes b&w 1954
(Marriage Series)
Correlated with the book "Marriage for Moderns" by Bowman. A young wife learns that her jealous misunderstanding of her husband is really an expression of her dissatisfaction with her role of homemaker, and her tendency to distort events in her own imagination.

JOURNALISM (M)
jh-sh-c 11 minutes b&w 1940
(Your Life Work Series)
The newspaper business from the standpoint of vocational guidance. Be-

gins with scenes in a newspaper office, shows the varied lives of newspaper reporters and takes up the processes of editing, setting up, and printing the paper. Also examines the various specialized departments such as sports, finance, society, etc.

KEEP UP WITH YOUR STUDIES (C)
el-jh 10 minutes color 1949
(Basic Study Skills Series)
Treats the problem of daily assignments and how to handle them regularly. Specific and helpful suggestions on organizing study materials, and study conditions are presented.

KID BROTHER (MHFB)
sh-c-a 25 minutes b&w 1957
Explores some of the hidden emotional forces behind excessive drinking and other teenage "acting out". Seeks to give an understanding of these complex problems and how to be able to handle them with intelligence and insight.

KINDNESS TO OTHERS (C)
el 11 minutes color 1947
When Sam becomes ill and is absent from school, everyone in the class remembers Sam's kindness to his family, playmates, and animals. In discovering a special way to be kind to him, Sam's classmates find the pleasures that come from practicing kindness.

KNOW YOUR LIBRARY (C)
jh-sh 11 minutes color 1946
(Basic Study Skills Series)
Illustrates organization of a typical high school library; how to use the card catalog; the principles of the Dewey Decimal System; and how to use the encyclopedia, the Readers' Guide, and the vertical file.

LABOR AND EDUCATION (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
On-the-scene sequences coupled with historical material show the interest organized labor has had in education through the years.

LABOR AND SOCIAL SECURITY (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
Importance of the national social security program to labor; how the law has been amended to conform with the changing times.

LAUNDERING AND DRY CLEANING (M)
jh-sh 11 minutes b&w 1945
(Your Life Work Series)
Gives an idea of the knowledge needed for this work and of the opportunities offered in these fields. The operation of modern power equipment in a laundry is seen, as well as the equipment and procedures in the dry cleaning business.

LAUNDRY WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
Massive operation of a commercial laundry. Depicts the complex job of the laundry worker from receipt of the apparel to the delivery of it.

LEARNING FROM CLASS DISCUSSION (C)
jh-sh 10 minutes color 1950
(Basic Study Skills Series)
Presents a number of points on the value and necessities of worthwhile discussion. Emphasizes that this organized conversation helps clarify ideas and provides for an interchange of information. Some of the ingredients of a good discussion are outlined for consideration by the audience.

LEARNING TO EARN (CSDE)
jh 19 minutes color 1963
Designed to help junior high students choose their course of study (college, business or industry) by showing the plan of industry courses. Shows the technical and vocational high schools in Connecticut and the various trades and skills taught there. Trade specialization and classroom subjects create a feeling of capability and self-respect in these young people who study the business and industry of their choice.

LEARNING TO UNDERSTAND CHILDREN (PART I): A DIAGNOSTIC APPROACH (McGH)
c-a 21 minutes b&w 1947
A case study of Ada Adams, an emotionally and socially maladjusted girl of 15. Records the efforts of her English teacher to study her case sympathetically, to understand her and to plan remedial procedures to help her. Shown in detail are the diagnostic techniques, such as observation of the

child's behavior, study of her previous records, personal interviews, home visitation and formulation of a hypothesis for remedial measures.

LEARNING TO UNDERSTAND CHILDREN (PART II): A REMEDIAL PROGRAM (McGH)
c-a 23 minutes b&w 1947
The teacher develops a plan for assisting Ada Adams, in a continuation of this case study, using Ada's interest in art as a means of helping her gain self-confidence, and recognition and acceptance from her classmates. Miss Brown helps Ada to become a better adjusted student.

LET'S PLAY FAIR (C)
el 10 minutes color 1949
Sharing, taking turns, and obeying rules are some of the basic elements of fair play that Herbie and his brother Bill discover. Students are shown that, although it sometimes takes careful consideration, fair play is the way to have the most fun.

LET'S SHARE WITH OTHERS (C)
el 10 minutes color 1950
Various examples of sharing to demonstrate to children that sharing is a desirable and essential discipline of democratic living. When to share and when not to share are illustrated. The new skills needed to gain the pleasures that come with sharing are emphasized.

LIBRARIAN, THE (M)
jh-sh 11 minutes b&w 1947
(Your Life Work Series)
Shows the work of all kinds of librarians including the cataloger, the reference librarian, the school librarian, those who work with children, and the librarians who specialize in specific fields.

LIBRARY ORGANIZATION (C)
jh-sh 10 minutes color 1951
(Basic Study Skills Series)
Explains the card cataloging system and the Dewey Decimal System in use in one typical library. Shows how more detailed understanding of library organization speeds up work in the library and makes for better studying and better use of study time.

LIFE INSURANCE OCCUPATIONS (M)
jh-sh 11 minutes b&w 1948
(Your Life Work Series)
Portrays possible occupations in both the home and branch offices of life insurance companies and explains the services of insurance companies to the public.

LIGHT TO MY PATH, A (JLT)
c-a 14½ minutes color
Follows the training of a retarded child from nursery through a sheltered workshop. Emphasizes the trainable child.

LOOK IT UP (Dictionary Habits) (C)
jh-sh 10 minutes color 1952
(Basic Study Skills Series)
A high school boy demonstrates that the dictionary habit can be incorporated in study procedures of reading, writing, and oral report preparation. The film suggests the wealth of materials contained in the dictionary which makes it the "first reference book" as well as the source of information on spelling, pronunciation and meaning.

MACHINIST AND TOOLMAKER (M)
jh-sh 11 minutes b&w 1942
(Your Life Work Series)
Shows and explains the five ways of machining metals. The importance of the knowledge of being able to use measuring devices and blueprint reading is presented. Beginning workers are shown working on a production line, operating either automatic or semi-automatic machinery. The nature of the knowledge and training needed to hold the position of foreman is told. Closes with the work of the machine designer and presents suggestions on how to be a machinist.

MAKE YOUR OWN DECISIONS (C)
jh-sh 10 minutes color 1951
Presents a series of five questions that illustrate the alternatives that exist in every situation and shows how each contributes to making a self-reliant and psychologically mature individual.

MAKING A DECISION (McGH)
jh-sh 7 minutes b&w 1951
(What Do You Think? Series)
Teenagers often resent being told

what they ought to do, but have they the resources for making their own decisions? The film puts the question up to them in a situation calculated to rouse discussion.

MAKING DECISIONS IN THE FAMILY (C)
c-a 11 minutes b&w
Sound guidance practices are demonstrated as the two work toward a decision based on the boy's interest, abilities and future plans. Ways to test mechanical interests and abilities and to increase mechanical abilities are shown.

MAKING FRIENDS (EBF)
jh-sh 11 minutes b&w 1954
Three different high school students have friendship problems. The film describes how each student attempts to solve his problem and points out definite qualities of friendship and ways of making friends.

MAKING LIFE ADJUSTMENTS (McGH)
sh-c 20 minutes b&w 1958
Through the story of Bill, a college sophomore, this film demonstrates some of the common adjustments to maturity and shows how counseling services can help people to help themselves. Bill is told that his marks must improve or he will not be readmitted to college. Although his mother and friends advise him to see a counselor, he refuses at first to admit there is anything wrong with his attitude or behavior. Finally, he seeks help from the college counseling service, where Bill and Dr. Burton discuss his general intelligence and future plans. Bill begins to understand himself and his problems, and thus is on the way to a more mature personality.

MAKING THE MOST OF SCHOOL (C)
jh-sh 10 minutes color 1948
(Basic Study Skills Series)
Shows what the school has to offer beyond day-to-day assignments. Points out that merely "getting by" isn't as interesting as participating in class discussions, investigating opportunities for additional learning, and taking an active interest in clubs and sports.

MAKING THE MOST OF YOUR FACE (C)
jh-sh 10 minutes color 1958
Explains that beauty begins with certain basic health habits — proper diet, rest, and good skin care. Points out the importance of hair styling and the careful use of make-up, stressing that hair styles should be selected on the basis of what is best for the individual and that lipstick, eye make-up, and powder should be used sparingly.

MARRIAGE IS A PARTNERSHIP (C)
sh-c 16 minutes color 1951
Sets out to answer some of the major problems that arise during the first married years. Arguments, responsibilities, decisions, loyalties and other marital questions are raised and discussed.

MARRIAGE TODAY (McGH)
sh-c-a 22 minutes b&w 1950
(Marriage Series)
Offers some of the answers to the problems raised in the film THIS CHARMING COUPLE, by providing dramatic treatment for the ideals and goals of adult love. Two couples are the protagonists — two couples who have made their marriage work through clear analysis of their mutual aims and cooperation in striving to achieve them. Neither marriage is perfect, for there are bound to be conflicts where different personalities are involved. These people have their ideals and goals in true perspective and they are willing to work together to reach them.

MATURITY (NET)
jh-sh-c-a 29 minutes b&w 1956
(Not in Our Stars Series)
Discusses mature and immature behavior of people, and shows what can be done to promote maturity. Points out that strong motivation, activity, and going out to meet people, all promote maturity.

MEANING OF ADOLESCENCE (McGH)
c-a 16 minutes b&w 1953
An overview of the social, emotional, mental and physical changes which occur in the adolescent between childhood and adulthood, with suggestions on how adult can help them in their adjustment.

MEANING OF ENGAGEMENT (C)
sh-c 13 minutes color 1951
Points out that the function of the en-

gagement period is to develop psychological unity, to learn to know each other, and to plan for the future. Also discusses the problem of "breaking an engagement" and when it is the wisest choice.

MECHANICAL APTITUDES (C)
sh 10 minutes color 1951
A high school boy goes to the school counselor for help in choosing his electives.

MEETING THE NEEDS OF ADOLESCENTS (McGH)
c-a 19 minutes b&w 1953
(Adolescent Development Series)
Depicts a family that includes a boy of 14 and a girl of 17. Shows how their physical and mental needs are met; how they are guided in their spiritual growth; and how parents can develop their social consciousness.

MENTAL GROWTH AND ACHIEVEMENT (NET)
c-a 30 minutes b&w 1955
(Understanding the Child Series—#3)
Discusses intelligence and achievement and the methods of testing intelligence. Points out the necessity for appreciating the difference between intelligence and achievement. Four children help in demonstrating the testing for a particular kind of intelligence.

MENTAL HEALTH CAREERS (RFA)
sh-c-a 20 minutes b&w 1963
Sue, an average teenager, develops a whole new concept of mental health careers as she gathers material for a school assignment. Through a series of visits with various individuals in her community, Sue discovers to her surprise that in addition to psychiatrists and psychologists, there are many other vocations and professions she had never before associated with the field of mental health.

MILITARY LIFE AND YOU (C)
jh-sh-c-a 11 minutes b&w 1951
The similarities and differences between military and civilian life are presented. Military discipline, the most typical difference, is interpreted as an extension of the self-discipline of civilian life.

MIND YOUR MANNERS! (C)
jh-sh 10 minutes color 1953
A high school boy and his sister discover the correct way to act when with friends, when meeting new friends, when at home, at school or on a date. Considerations toward parents, teachers and other adults, as well as proper courtesy when driving an automobile, riding a bus or walking on the sidewalk, are presented.

MISSILE MAKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
Role of men and women who build the rockets and satellites; production and launchings.

MORE DATES FOR KAY (C)
jh-sh-c-a 16 minutes color 1952
Intended to help a girl overcome periods of "dating slumps" gracefully and with the proper viewpoint. Designed to rid the girl of a feeling of social failure by making the best a temporary situation and concentrating on self-improvement for future date possibilities. This film depicts a fantasy concerning a teenage girl who was asked to a party by the president of her class. Complications arise when Dad informs her that the precious date falls on the same day as dear Aunt Sarah's annual birthday party. The solution to this predicament is left to the viewer.

MORE THAN WORDS (HSDC)
c-a 15 minutes color 1959
Deals directly with communications between people. Shows how to get better acceptance and understanding from others as well as how to give the same to others.

MOTIVATING THE CLASS (McGH)
c-a 19 minutes b&w 1950
(Educational Psychology Series)
A young student teacher of mathematics learns that adequate motivation is basic to all good teaching, and is obtained by translating the values of the subject matter into terms the pupils can understand.

MOTOR APTITUDE TESTS AND ASSEMBLY WORK (PCR)
c 22 minutes b&w 1941 silent
A subject with striking motor ability is compared with a subject of average capacity. Performance is shown in the dynamometer strength test, the Whip-

ple steadiness test, the slotboard steadiness test, and metal-stylus tapping test, the peg-board test, the bolt-block test, and the O'Connor-Wiggley block test. After the test series is completed, the two men are pictured at a job of assembly work in which the important factors of the test series are needed for success.

MUSIC: CAREER OR HOBBY? (C)
jh-sh 11 minutes color 1953
A music teacher, a guidance counselor, professional musician and an arranger assist one boy as he investigates the possibilities of music as a career. The importance of determining musical aptitudes, the possible careers in music, and the advantages and disadvantages of these careers are presented.

NATION TO DEFEND (C)
jh-sh-c-a 11 minutes b&w 1951
Dramatizes and personalizes parts of United States military history to show that men have always responded to the need for defense of this country. Illustrates the hardships of the Revolution and the philosophy of the men who fought for freedom. Presents newsreel footage of military operations in several wars, and quotes famous men on the importance of national defense.

NATURE OF HUMAN LEARNING (NET)
c-a 29 minutes b&w 1954
(Great Ideas Series)
Discusses intellectual learning and the role of the teacher. Shows how learning is only a small part of education, and mentions briefly some theories of learning. Points out that the learner must act if learning is to take place and that the teacher is only a guide and an aid to the learner.

NEW CHAPTERS (NFBC)
jh-sh-c 15 minutes b&w 1948
Shows the part the public library can play as a workshop, lecture hall and resource center for the planned cultural activity of the community. Particular emphasis is placed on the provision of facilities for children's activities in the fields of art, music, story telling and play reading.

NEW EXPERIENCES FOR MENTALLY RETARDED CHILDREN (VDE)
c-a 36 minutes b&w 1958
The living and learning experiences of severely retarded children at a summer camp; the organization of the camp; the work behind it. Shows some of the problems of retarded children.

NIGHT CHILDREN (McGH)
c-a 27 minutes b&w 1958
(Perspective Series)
A record of some of the calls received by the Children's Aid Society and how these appeals for help for neglected or abandoned children are dealt with.

NO LESS PRECIOUS (ASF)
sh-c-a 14½ minutes b&w 1957
Shows what is being done for the mentally retarded. Highlights include girl and boy scout troops for the retarded in Wyoming; the opening of a school for the retarded in California; year 'round recreational activity for the retarded; research activity and other important news events.

NURSING (M)
jh-sh 11 minutes b&w 1942
(Your Life Work Series)
Nurses at work in many different jobs — in operating rooms, as X-ray helpers, as school nurses, as visiting nurses, in hospitals of large industrial plants, and working in the field of pediatrics. The narration explains the advantages of nursing and goes into detailed analysis of the qualifications and requirements necessary to be successful.

ONE SMALL CANDLE (OS)
c-a 22 minutes color 1954
Shows diagnostic clinical procedures and programs for the severely retarded and multiple handicapped. Stresses parental guidance of the child. Demonstrates occupational therapy, recreational activities, psychological testing and job training for the retarded.

OPERATING ENGINEERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
Story of the men who operate the bulldozers, cranes, derricks, steam-shovels, and large steel balls which make up the vast complex of construction machinery.

OTHER FELLOW'S FEELINGS, THE (McGH)
el-jh-sh-c 8 minutes b&w 1958
(Discussion Problems in Group Living Series)
Focuses on the problem of teasing or

ridicule that is prolonged to the point where it really hurts. No conclusions are drawn, and the audience is challenged to discover its own answers to the problem.

OTHER PEOPLE'S PROPERTY
(YA)
jh-sh-c 10 minutes b&w 1951
A story of three boys who caused damage to a school room because they did not stop to think before they acted. One boy who has been disciplined by his teacher plans revenge and pulls two pals in with him. They place chemicals in a wastebasket and create a disturbance that necessitates the turning in of a fire alarm, dismissal of school, and the redecoration of the classroom. All are concerned with the prank's results.

OUR CHANGING FAMILY LIFE
(McGH)
sh-c 22 minutes b&w 1957
(Sociology Series)
Contrasts the closely integrated farm family life of 1920 with the family life of today, which has been drastically changed by the industrial expansion, growth of cities, the emancipation of women and the loosening of family ties.

OVERCOMING FEAR (C)
jh-sh-c-a 13 minutes color 1950
The values of courage in meeting problems in everyday living are shown. Courage is presented as an attitude which can be developed and cowardice is shown to be a characteristic that is specific: i.e. a response in reference to one specific type of situation. How overcoming a fear can make a better all-around person.

OVERCOMING WORRY (C)
jh-sh 10 minutes color 1950
Illustrates how worry spreads among members of a closely knit family group and how one individual can help another overcome his problem.

PAINTING AND DECORATING
(M)
jh-sh-c-a 11 minutes b&w 1945
(Your Life Work Series)
Demonstrates both exterior and interior painting and the use of the tools for the trade including the spray gun. Shows work on plaster walls, paperhanging and paint mixing. Discusses the creation of color harmonies. Explains educational requirements and points out disadvantages of trade such as chemical fumes, lead poisoning and working in high places. Apprenticeship requirements are outlined as are the ethics of the vocation.

PARENTS ARE PEOPLE TOO
(McGH)
el-jh-sh 15 minutes b&w 1955
(Health and Safety for You Series)
Correlated with the book "Health and Safety for You" by Diehl and Laton. Since good understanding with parents is essential to the emotional health of teenagers, an instructor leads a discussion group and helps teenagers discover they can earn privileges by proof of capability; evaluate matters about which parents "nag" so that both parents and teenagers work for improvement; and reassure their parents that growing-up means not growing away, but growing into more mature companionship.

PERCEPTION (McGH)
c 17 minutes b&w 1957
(Psychology Series)
Illustrates the basic principles of perception by showing the activities of a group of students spending an evening in a college common room. Explains perceptual constancy, attention, expectancy or set, and perception as an organizing process.

PERSONALITY AND EMOTIONS
(EBF)
jh-sh 13 minutes b&w 1955
The cry of a newborn baby prefaces various stages in the development of emotions: the toddler's anger released in knocking down blocks, the older child's jealousy expressed in words, the older children's reversion to childish behavior when insecure, an animated sequence to illustrate the term "psychosomatic," pleasant emotions of parents' love for each other and their children. The film suggests recognizing emotions for what they are and using them to build happier and richer personalities.

PERSONAL QUALITIES FOR JOB SUCCESS (C)
sh-c-a 11 minutes color 1952
By observing job interviews of several high school graduates, the personality requisites for job success are illustrated such as initiative, good personal appearance, business-like work habits, willingness to accept criticism, and the ability to get along with people.

PHARMACIST, THE (M)
jh-sh 11 minutes b&w 1946
(Your Life Work Series)
Pharmacy has now become a vocation for both men and women. This film portrays the various types of work in this field, the kind of training necessary and where it can be secured.

PHOTOGRAPHY (M)
jh-sh-c 11 minutes b&w 1946
(Your Life Work Series)
The technical, professional and commercial aspects of the photographic industry. A few of the jobs shown are those of the illustrative, commercial, newsreel, portrait and motion picture photographers.

PHYSICAL ASPECTS OF PUBERTY, THE (McGH)
c-a 19 minutes b&w 1953
(Adolescent Development Series)
Explains the physiological aspects of puberty, chiefly with the use of animation, and shows the problems of social adjustment and behavior that may accompany them.

PHYSICAL DEVELOPMENT (NET)
c-a 30 minutes b&w 1955
(Understanding the Child Series—#2)
Discusses the physical growth of children, emphasizing that the parents should realize that each child grows at his own rate. Also deals with appetite, sleep, communicable diseases and accident prevention.

PICK YOUR TOMORROW (FC)
jh-sh-c 20 minutes color 1954
Tells how a young man, George, finds the right job. He first analyzes his strong and weak points together with his likes and needs. We see him in a number of different interviews and situations, and watch him rate each possibility.

PICTURE IN YOUR MIND (McGH)
jh-sh-c-a 16 minutes color 1949
Through the use of symbols the film presents the earliest roots of prejudice and the reason why any group, tribe, or nation thinks its way of life is superior to the other man's manner of living. In the second half, a forceful plea is made to every individual viewer to re-examine his own mind to see whether his mental picture of the other man is distorted.

PLANNING FOR PERSONAL AND PROFESSIONAL GROWTH (McGH)
c-a 18 minutes b&w 1956
(Planning for Teaching Series)
Dramatizes case studies of the personalities and careers of four typical teachers to show how a teacher can avoid failure and frustration, and how he can make his teaching experience rewarding by planning for his own personal and professional growth.

PLANNING FOR SUCCESS (C)
jh-sh 10 minutes color 1951
The story of a boy is used to illustrate the point that if you set reasonable goals, and work toward them in a positive manner, you can be successful. If your goals are impossible to achieve, or if you set goals but do not work to achieve them, you are doomed to failure, demoralization, and maladjustment.

PLANNING YOUR CAREER (EBF)
sh 16 minutes b&w 1954
Outlines helpful ways in which high school students may approach the choice of a career and the planning for it. It is suggested that there is a wide variety of occupations open to young people and that the problem of the student is to learn what these are and to know himself in order to discover his qualifications. This self-knowledge is helped by certain suggested tests, talks with teachers, etc. In any survey of careers it will be necessary for the student to evaluate a possible choice in terms of the cost of educational background and training which may be necessary in the field.

PLANNING YOUR TALK (McGH)
sh-c-a 11 minutes b&w 1951
(Speech Series)
Bill Smith makes a speech to a luncheon club but the talk falls flat. Bill goes to his college professor to find out why. His professor emphasizes the importance of planning a speech, getting the attention of the audience, organizing the contents, bringing in facts and cases or reasons, and offering a conclusion or suggested action. Various examples of these pointers are given.

PLEASURE CRAFT WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
Building the cabin cruisers; scenes of

the creation of these teak and mahogany boats at Dundalk, Maryland.

POOR LITTLE RICH BOY (NET)
sh-c-a 29 minutes b&w 1956
(Searchlights on Delinquency Series #9)

Discusses the effects of over-indulgence on youth and children. Points out various characteristics which indicated that even an economically secure home may be a disorganized one. Considers the needs of youth and suggests ways to make the family more effective.

POPULAR PSYCHOLOGY (McGH)
a 11 minutes b&w 1958
(What's Your Opinion? Series)

Considers the question of how much faith one should put in popular psychology. Is a little psychology better than none at all? Opens the question for discussion.

POULTRY RAISING (M)
jh-sh 11 minutes b&w 1946
(Your Life Work Series)

A review of scientific poultry raising, how to begin a poultry farm and the marketing of poultry products. The qualifications and education necessary for one who plans to enter this work along with the problems of this vocation are discussed.

POULTRY WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)

Public health is protected by Department of Agriculture inspectors who actually limit the speed of the assembly line in a modern poultry packing plant. Technique of chilling before cutting to insure tender meat is depicted.

PREJUDICE (ASF)
sh-c-a 55 minutes b&w 1949

A Swedish man takes a new job as manager of a plant, finds that his assistant is a Jew. He fears that the assistant's ability may lead to his losing his own job, so uses prejudice as an excuse for having the assistant transferred. A sermon at church, children calling his boy a "dumb Swede" and his own conscience cause a change in his attitude.

PRINCIPLES OF DEVELOPMENT (McGH)
sh-c-a 15 minutes b&w 1950
(Child Development Series)

Outlines the fundamentals of growth and change from early infancy and develops following principles: Development is continuous, orderly, progressive, predictable; considerable correlation between types of development; development from general to specific responses; most children follow same pattern, and each pattern has its own characteristic traits; all development caused by maturation and learning—interrelation of these is key to all child training. Considers the variables which make each child different.

PRINTERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)

Importance of printing, various jobs involved; kinds of printing; training; jobs combining printers with other fields.

PRINTING (M)
jh-sh 11 minutes b&w 1947
(Your Life Work Series)

Illustrates the opportunities and training available in the field of printing. Hand typesetting, linotype, monotype, display, make-up, and layout are illustrated. Also proofreaders, pressmen, etc.

PROBING MIND, A (N)
a 28 minutes b&w 1960

Presents situations in which one sees students stimulated to think. New films and other media are presented as motivational factors and learning aids recently devised. The use of professional scientists is urged as a means for stimulating thought.

PROBLEM OF PUPIL ADJUSTMENT: THE DROP-OUT (McGH)
sh-c-a 28 minutes b&w 1959
(Educational Psychology Series)

Depicts various factors and their origins that stimulate teenagers to "drop out" of school, using several case histories for illustrations. Discusses various reasons for drop-out such as academic failure, need for money, and lack of being part of a group. Illustrates the feeling of a need to grow up on the part of the drop-outs as they try to assume an adult role. Explains the 4-4 plan (4 hours in

school and 4 hours at work), the work of the counselor and of "work experienced" educator. Emphasizes that dropping out is not a short cut to the adult world.

PROBLEM OF PUPIL ADJUSTMENT: THE STAY-IN (McGH)
sh-c-a 20 minutes b&w 1950
(Educational Psychology Series)
A portrayal of a modern American school in which the curriculum concentrates on meeting the needs of the students. Here learning is done in terms of adjustment to everyday problems. There are classes in English, biology, civics, driving, aviation, poultry raising, and fundamentals. Such a program makes "stay-ins" of "drop-outs".

PROMOTING PUPIL ADJUSTMENT (McGH)
c-a 20 minutes b&w 1956
(Planning for Teacher Series)
Correlated with the book "Planning for Teaching" by Robert W. Richey. A secondary school teacher shows how she promotes the social and emotional growth of her students and helps them with such problems as gaining the acceptance of classmates, overcoming tendencies toward unsocial behavior, and increasing self-confidence.

PSYCHOTHERAPY BEGINS: THE CASE OF MR. LIN
c-a 57 minutes b&w 1955
A first interview with a young man, a student, who is concerned about his problem of homosexuality. He was referred to the therapist by a mutual friend. In the interview he begins to explore his problem and begins to realize that perhaps it is not quite accurate to say that homosexuality is the central problem. He realizes he has many personality difficulties and reviews some of his attempts to resolve these. In general he proceeds from labeling himself to recognition of patterns in his experience and to realization of a need for further exploration.

PSYCHOTHERAPY IN PROCESS: THE CASE OF MISS MUN
c-a 57 minutes b&w 1955
Uncut film record of a complete therapeutic interview of a young woman client who is deep in therapy, supplemented by the spontaneous reactions of the therapist to the interview, filmed immediately after the closing of the contact. Significant emotional material is expressed, the client weeping as she expresses her complete aloneness in her fears and also expressing positive feelings as she realizes that the therapist is with her in these feelings. This is the seventeenth interview with this therapist (approximately seventy interviews with another counselor had preceded). The reason for seeking therapy was given as feeling tired, depressed, tense, and having psychosomatic conditions which physicians said grew out of her tension. Reactions of the therapist are recorded at the end of the film.

PUBLIC EMPLOYEES (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
Municipal workers who make local government and local existence possible. They collect taxes, bury the dead, clean the streets and perform a large number of other duties.

PUBLIC RELATIONS IN TESTING (ETS)
c-a 10 minutes b&w 1957
Covers items that deal with press releases to newspapers regarding testing programs and test results. Indicates many ways in which written and verbal reports regarding the testing program can be made effectively to parents and members of the community.

PUERTO RICO (McGH)
sh-c-a 55 minutes b&w 1958
(See It Now Series) (2 reels)
A probing study in migration, slums, prejudice and the attempt of an underdeveloped area to pull itself up by its bootstraps. Explores some of the causes and effects of the migration of Puerto Ricans to New York City and other metropolitan centers.

QUARTERBACK, THE (NAM)
jh-sh-c-a 30 minutes b&w 1949
Tom Walker, a college football hero, fails to succeed in his business position after his football fame is forgotten. Then he learns that to succeed in life, as in football, it is necessary to study and to work hard. Self-examination is essential to success in any life situation and all kinds of knowledge and skills are necessary.

REPORT ON DONALD (UM)
sh-c-a 20 minutes b&w 1948
Entering college freshman, Donald

Carter, has a bad speech block and goes to the speech clinic for help. Donald's history is reviewed to indicate how his severe block developed. He then works with his difficulty at the clinic, gains control over his speech and becomes a confident, socially well-adjusted person.

RESPECT FOR PROPERTY (C)
el-jh 11 minutes color 1952

A boys' club house is broken into by a rival group and much damage is done. Through the guidance of a local policeman, the two groups of boys come to realize that property of others and public property should be respected.

RESPONSIBILITY (YA)
jh-sh-c 14 minutes b&w 1952

This is one of the "Discussion Problems in Group Living" films presenting the story of two high school boys, both leaders and popular, who compete in an election for the office of student president. Incidents in their school careers show that one boy sometimes failed to fulfill his responsibilities by failing to hand in his work on time, prepare for an important debate, etc. Audience is asked "How would you vote?" and "Why?"

RESTAURANT OPERATOR (M)
sh-c-a 11 minutes b&w 1946
(Your Life Work Series)

An exposition of the requirements and opportunities of this field. Covers the job range from the owner-operator, hostess, food buyers, personnel directors, and chefs, to the waitress.

RIFLE MAKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)

The history of firearms from the 17th century flintlock rifle to those of today; step-by-step process used by machinists to manufacture a rifle.

RIGHT OR WRONG? (C)
sh-c 10 minutes color 1951
(Making Moral Decisions Series)

Harry is with a gang which is breaking windows at a warehouse, and he is recognized by the night watchman. Even though he did not break any windows himself, he is taken to police headquarters. The moral decisions which are involved — of the night watchman, Harry's mother, the police sergeant, the owner of the warehouse and a social worker — are presented.

SCHOOL ACTIVITIES AND YOU (C)
jh-sh 11 minutes color 1951

A high school girl is planning her school activity program. Through the advice of her older brother, she learns the importance of choosing activities for their values by considering what she can learn, what her interests are, how much time she can give, and how to arrange a well-balanced program.

SCHOOL CHILDREN (UW)
el-jh-sh-c 20 minutes b&w 1957
(Way We Live Series)

Shows children, through school relationships, learning the skills which help them to live better with themselves, with each other, and with people all over the world.

SCHOOL RULES (C)
el-jh 10 minutes color 1952

Demonstrates rules in action — on the street, the basketball court, in the school halls and library. Stresses that school rules, like all rules are methods to make life smoother and more pleasant, to facilitate fairness and safety for all.

SCHOOL SOCIAL WORKER, THE (UC)
c 25 minutes b&w 1955

Portrays the efforts of the social worker with teachers, parents, and others, in helping children resolve the social problems that interfere with school adjustment, learning and attendance in school. Presents case problems with different age children.

SCHOOL SPIRIT AND SPORTSMANSHIP (C)
jh-sh 10 minutes color 1953

When members of a high school basketball team plan retaliation against the members of a rival school, the principal of the school and the team's coach stress that sportsmanship is not winning or losing the game, but playing a good game. The film shows that the actions of individuals reflect upon the spirit of the entire school.

SEAFARERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)

Workers on a modern freighter enroute from Philadelphia to Puerto Rico. How oil and other factors have improved the working conditions for America's merchant seaman.

SEAFOOD WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
Crab and oyster plants in Crisfield, Maryland; story of the people who trap and prepare the shellfish for market.

SEARCH, THE: HARVARD UNIVERSITY — INADEQUATE SCHOOL FACILITIES (YA)
c-a 25 minutes b&w 1955
Demonstrates the new "shadow" technique by which researchers in a Massachusetts community follow the children through their school day to determine what is needed from the child's point of view. Teachers and parents are interviewed. Data is analyzed and recommendations are made.

SEARCH, THE: JOHNS HOPKINS UNIVERSITY — DEAFNESS IN CHILDREN (McGH)
c-a 25 minutes b&w 1955
Deals with a new approach to the diagnosis and cure of deafness in children, based on the theory that there is rarely a total loss of hearing. Shows how children can lead full and useful lives if their hearing loss is detected early enough and if they immediately take guided training.

SEARCH, THE: STATE UNIVERSITY OF IOWA — STUTTERING (McGH)
sh-c-a 25 minutes b&w 1955
Presents clinical proof that the stutterer will respond to proper therapy; describes the consistent failure to find any organic basis for stuttering; carries warning that parents most frequently are to blame for tomorrow's stutterers.

SEARCH, THE: UNIVERSITY OF PENNSYLVANIA—MARRIAGE COUNSELING (YA)
sh-c-a 25 minutes b&w 1955
Treats new methods of helping people avoid or overcome marital unhappiness. Discloses some important findings of such professional work. Viewers listen as applicants tell about their problems. Discusses various problem-creating situations.

SEARCH, THE: WAYNE UNIVERSITY — JUVENILE DELINQUENCY (YA)
c-a 25 minutes b&w 1955
Tells of the joint attack being made on juvenile delinquency by Wayne University and the Detroit Police Department. Shows four basic types of delinquents and discusses factors contributing to their behavior. Presents interrogations and interviews and some of the conclusions reached.

SEARCH, THE: YALE UNIVERSITY — CHILD DEVELOPMENT (YA)
a 25 minutes b&w 1955
Discusses new ideas and techinques to help parents determine normalcy in children. Observes a psychological interview with parents-to-be, developmental tests with children of varying ages, and scenes of "natural" childbirth.

SECRETARY: A NORMAL DAY (C)
sh-c 11 minutes color 1955
Betty Jackson, secretary in this film, is seen performing the varied duties of secretarial work.

SELECTING AN ACHIEVEMENT TEST (ETS)
c-a 15 minutes b&w 1961
Covers various considerations in the selection of an achievement test. Considers such items as norms, curriculum, etc.

SELF-CONSCIOUS GUY (C)
jh-sh 10 minutes color 1951
Feelings of self-consciousness keep a high school boy from doing his class work well or making friends easily. He discovers many of his classmates suffer from similar feelings, but that several of them have overcome these feelings and developed poise and self-assurance. The boy works to become better adjusted by thinking about others, developing skills, taking part in activities, and finally by developing a perspective on his own relationship to the social situations in which he moves and lives.

SELLING AS A CAREER (C)
sh 11 minutes color 1953
Explains the job of a salesman is to bring his goods or services to the attention of the consumer and to help the consumer to buy. Follows the activities of a salesman showing how he prepares to meet his customers and how he organizes his work. Describes various ways in which young people can prepare for careers in selling.

SERVICE AND CITIZENSHIP (C)
jh-sh-c-a 10 minutes b&w 1951
(Are You Ready for Service? Series)

Attempts to answer the everyday questions of young people about the reasons for military training. Through use of animation and live action scenes, the general facts of the world situation and their implications are presented.

SHEET METAL WORKER (M)
jh-sh 11 minutes b&w 1942
(Your Life Work Series)

Illustrates sheet metal work performed by hand and machinery and mentions the qualifications required of workers. Some of the jobs in this field such as furnace manufacturing and the installations of various ventilating systems are discussed.

SHOW-OFF, THE (YA)
jh-sh 10 minutes b&w 1954
(Discussion Problems in Group Living Series)

Portrays a teenage boy whose personality is such that he wants to be the constant center of attention. Presents the problems he creates for himself and his classmates.

SHY GUY (C)
jh-sh 13 minutes color 1947

Helps adjust the shy adolescent as he witnesses the screen "shy guy's" start to improve social relations through those principles of friendly association demonstrated by his better adjusted fellow students.

SHYNESS (McGH)
c-a 23 minutes b&w 1953
(Mental Health Series)

Abnormal shyness in children, its causes and how, through a greater understanding by parents and teachers, this problem may be dealt with. The lonely existence of a typically shy adult is portrayed, and the film then turns to a study of three children. Studying their conditions, a psychiatrist from the Child Guidance Clinic reveals the confidence-destroying demands of parents which predisposed the children to shyness. Together, teacher, psychiatrist, and parents bring about a change in the children's attitudes.

SIBLING RELATIONS AND PERSONALITY (McGH)
c-a 22 minutes b&w 1956

Correlated with the book "Child Development" by Elizabeth Bergner Hurlock. Demonstrates the relationships a child has with his brothers and sisters throughout developmental years — an important factor in personality shaping. Emphasizes the importance of understanding complex personality influences in helping youngsters through childhood and adolescence.

SIBLING RIVALRIES AND PARENTS (McGH)
c-a 11 minutes b&w 1956

Correlated with the book "Child Development" by Elizabeth Bergner Hurlock. Portrays a family of five children in which conflicts arise. An animated diagram points out the increasing complexity of relationships among members of a growing family. Ways for working off hostilities and developing respect for individuals and mutual relations are shown. Stresses that even under good conditions, rivalry is present.

SKILLS OF THE EXPERT WORRIER — PART I (NET)
c-a 30 minutes b&w 1954

Considers some of the procedures the expert worrier uses to develop his skill. Reviews the psychological and physiological characteristics of the expert worrier, and emphasizes that too many people are being treated by a psychologist when they should be receiving treatment from a competent physician.

SKILLS OF THE EXPERT WORRIER — PART II (NET)
c-a 30 minutes b&w 1954

Emphasizes that the expert worrier should talk about his troubles to only two people — his doctor or his psychiatrist or psychologist. Explains the difference between a psychologist, psychiatrist and psychoanalyst.

SKIPPY AND THE 3 R'S (NEA)
c-a 29 minutes color 1953

Shows how a first-grade boy is taught reading, writing, and arithmetic by a teacher who utilizes the boy's interests to help him to realize his own need for learning.

SMALL TOOL WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 19[illegible]
(Americans at Work Series)

Shows the skilled machinist as he makes the tools which other workers

will use for manufacturing, building, repairing, etc. Small tool workers make ordinary wrenches and hammers as well as special tools for specific job needs.

SNAP OUT OF IT (C)
jh-sh 13 minutes color 1951
(Emotional Balance Series)

A high school boy has worked hard for an "A" but gets a "B" in history. His emotional upset at the disappointment brings him to the attention of the school principal. Under the principal's guidance the boy finds how to set his expectations realistically to avoid disappointments. He learns to use the emotional drives of unavoidable disappointments for a positive attack on problems.

SNOB, THE (McGH)
jh-sh 14 minutes b&w 1953

Through the story of a high school girl whose attitude toward her school mates causes her to be labeled a "snob," this film explores the basic problem of snobbery and the reasons for it.

SOCIAL ACCEPTABILITY (McGH)
c-a 20 minutes b&w 1958
(Adolescent Development Series)

Shows the correlation between social acceptability and the successful adjustment and happiness of the average adolescent, through the story of a high school girl who fails to be accepted by a school clique.

SOCIAL CLASS IN AMERICA (McGH)
sh-c 16 minutes b&w 1957
(Sociology Series)

Shows factors that determine social class acting upon the lives of three boys from birth to maturity, the three representing three different classes — lower, middle and upper.

SOCIAL COURTESY (C)
sh 10 minutes color 1951

Demonstrates that getting along in social groups requires merely natural, courteous behavior and consideration of others. Shows how to improve social manners, how to appreciate the difference between formal and informal events, and how to learn the "right thing to do."

SOCIAL DEVELOPMENT (McGH)
c-a 16 minutes b&w 1950
(Child Development Series)

An analysis of social behavior at different age levels and the reasons underlying the change in behavior patterns as the child develops. Points out development from the stage where the sexes and ages are mixed indiscriminately to the point where children begin to pick members of their own sex as playmates, to seek out the natural leader for their groups.

SOCIAL RELATIONS (NET)
c-a 30 minutes b&w 1955
(Understanding the Child Series)

Discusses how growth can be looked upon as a process which enables the infant to move away from the home. Emphasizes the importance of encouraging this kind of growth which takes him from the crib to his home, to the neighborhood, to the town, to the world.

SOCIAL-SEX ATTITUDES IN ADOLESCENCE (McGH)
sh-c-a 22 minutes b&w 1953
(Adolescent Development Series)

This film in concerned with the growing understanding of the meaning of sex to the teenager. It shows how teenagers meet, and are helped to meet, their problems in awareness of the adjustment to the opposite sex. A boy and girl are taken through their entire adolescent experience, which culminates in their marriage at the end of the film. We see how, as children, they were given sex education at home, how they became increasingly aware of the opposite sex, how they handled such problems as petting, and how they finally met, discovered and shared their common interest, fell in love, and married.

SPORTING GOOD MAKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)

Highlights and skills and craftsmanship needed by sporting goods workers in the manufacture of golf clubs, golf balls, tennis rackets and other leisure-time equipment.

STAGE FRIGHT (McGH)
sh-c-a 11 minutes b&w 1949

Explains the causes of stage fright, gives typical examples, and shows what can be done to conquer it.

STANDARDIZED TEST — AN EDUCATIONAL TOOL, THE
c-a 22 minutes color

Discusses and explains the standardized test as a valuable tool for the teacher who understands its proper context in the educational environment. Demonstrates the use of the standardized test by an eighth grade teacher who needs systematic and reliable information about the reading skills of her class in order that she may adapt her instruction to meet individual needs. Follows the teacher as she selects a suitable test, administers the test to her class, and interprets and uses the results. Reviews the criteria of test selection: test objectives, practical factors of cost, time and alternate forms, and technical factors of reliability, validity, and norming. In discussing test administration, places emphasis upon standardized administration. Explains scoring and clarifies the terms range, median, mean, error of measurement, scale score, and grade equivalent score. Concludes with a review of test usefulness and factors influencing selection.

STANFORD-BINET TEST (KCU)
c-a 15 minutes color

A partial demonstration of the Stanford-Binet and a theoretical discussion of the instrument.

STARTING NOW (C)
jh-ah-c-a 11 minutes b&w 1951
(Are You Ready for Service? Series)

Points out what the high school student can do to prepare himself for military service. Emphasizes the importance of beginning this preparation immediately.

STATE EMPLOYEES (AFL-CIO)
jh-ah-c-a 14 minutes b&w 1960
(Americans at Work Series)

Behind-the-scenes activity of a state at work with emphasis on the state's public employees who maintain security in the world's largest walled prison at Jackson, Michigan.

STEELWORKERS (AFL-CIO)
jh-ah-c-a 14 minutes b&w 1960
(Americans at Work Series)

Steel production from coke-oven to rolling-mill. How the development of the basic oxygen furnace may refine steel at a rapid rate and improve production. Skills of the workers in this industry.

STOCK EXCHANGE WORKERS (AFL-CIO)
jh-ah-c-a 14 minutes b&w 1960
(Americans at Work Series)

Shows the workings of the stock market as securities are bought and sold by focussing on the workers without whom trading would be impossible. Emphasizes the speed and accuracy which the workers possess.

STORY OF DISTRIBUTIVE EDUCATION (SR)
jh-ah 21 minutes color 1960

Gives an indication of the many tasks involved in the new field of distributive education. Many of these jobs are illustrated in detail.

STRESS OF EMOTION (NET)
ah-c-a 30 minutes b&w 1954
(People Series)

Animation shows the patterns of internal emotional reactions of humans. Demonstrates, through the use of the lie detector, the pattern of change in blood pressure, rate of breathing, and rate of blood flow that occurs when a person undergoes emotional stress.

STUDENT GOVERNMENT AT WORK (C)
jh-ah 11 minutes color 1953

Shows how an active student council, which handles many student projects, helped solve a lunchroom congestion problem by cooperating with the principal and adviser, finding out the causes of the problem, submitting several proposals to remedy the situation, and respecting the limits of its own authority.

SUCCESSFUL SCHOLARSHIP (McGH)
ah-c-a 11 minutes b&w 1954
(Psychology for Living Series)

Correlated with the book "Psychology for Living" by Sorenson and Malm. Shows how Helen, alarmed at the marks her casual study habits and many extra-curricular activities were earning for her, drew up a plan of study that includes a schedule for allocating her time on each subject and phase of that subject and a well-organized place for work, and procedures for doing her homework.

SUMMER OF DECISION (ASF)
jh-ah-c 29 minutes b&w 1959

Tells the story of college student David Michaels, who finds his answer to

the career decision problem during a summer job with a social work agency. David is introduced to social work by Steve Rogers, director of the agency. He observes how a case worker's insight into human nature helps a young housewife appreciate the lack of mutual understanding that is threatening her marriage; he watches the agency director counsel a blind Negro woman that she should move from her slum tenement to new and more comfortable quarters. His most moving experience comes when he breaks down the reserve of a shy, aloof, troubled girl of nine.

TEACHER, THE (EBF)
jh-sh-c-a 18 minutes b&w 1951
The normal teaching activities of fourth grade teacher, Julia Whittaker, are interrupted when she is offered a good position with a local television station. As she wonders whether to accept the offer, she reminisces about her teacher training in college, her first job, and her many worthwhile experiences in the classroom. Next day she refuses the position as she realizes that her work with children is more important.

TEACHING (M)
jh-sh 11 minutes b&w 1946
(Your Life Work Series)
States the contributions of teachers to American democracy and presents the traits of a good teacher, the attractions in teaching, the educational requirements, and the various types of teaching.

TEACHING TEENAGERS ABOUT ALCOHOL (McGH)
c-a 16 minutes b&w 1960
Designed to give teachers a better understanding of the problem of teaching their students about alcohol. The film attempts to remove the fears most teachers have of teaching about alcohol and shows the best method of handling the subject with teenagers. Set in a summer session seminar for teachers, the film treats the prevailing attitudes toward teaching the subject and highlights one teacher's highly successful approach to the problem.

TEENAGERS WILL READ (McGH)
c-a 26 minutes b&w 1960
Graphically illustrates a technique for awakening the students' interest in reading through a stimulating classroom discussion. Doris Coburn, a specialist in reading in the New York City School System, appears in the film as the teacher who skillfully leads the discussion which brings forth some candid and enlightening responses from the class members on the subject of reading and the kinds of books they do and do not like. The teacher then skillfully leads the individual students into the realization that books can help them with personal problems and needs, and presents selected books for which their interest has been aroused. A narrator's voice occasionally comes in to analyze and interpret what the teacher's and the students' remarks signify. The film points out that a powerful initial inducement to reading is the awareness that selected books can help with personal problems.

TELEPHONE AND TELEGRAPH (M)
jh-sh 11 minutes b&w 1946
(Your Life Work Series)
Shows the similarity of jobs in the telephone and telegraph industries. Describes the many opportunities in these vocations and tells of the skills required to qualify.

TEST, THE (McGH)
c-a 23 minutes b&w 1961
In this film dramatization of a very widespread problem, an idealistic teacher prefers to resign her position rather than continue to condone cheating in the classroom. Parents are shocked and indignant at her charge. They organize protests and petition the school principal. In the climatic scene (a meeting of parents and teachers called by the principal), the true role of the Home and School is vividly illustrated; to provide the middle ground where differences may be resolved and a clearer understanding reached of the mutual responsibility of parents and teachers.

TESTING INTELLIGENCE WITH THE STANFORD-BINET (IU)
c 18 minutes b&w 1950
Consists chiefly of sequences showing the unrehearsed actions of four children to selected items from the Stanford-Binet Intelligence Test. The narrator supplies additional information where clarification is needed. The two six-year-olds tested have I.Q.'s of 104 and 156. The two ten-year-olds, I.Q.'s of 100 and 80. The children vary greatly in their performances on the

test items shown, thus allowing for excellent comparisons and contrasts.

TESTING MULTIPLE HANDICAPPED CHILDREN (UCP)
c-a 20 minutes b&w 1963
In order to give the testing procedure a more graphic presentation, a motion picture film has been prepared illustrative of these approaches. The film, whose production was supported by a grant from the United Cerebral Palsy Research and Education Foundation, is planned as a training medium for professional persons involved in the habilitation of children with multiple handicaps to demonstrate the educational evaluation of pre-school children with multiple handicaps.

THEY GROW UP SO FAST (AI)
c-a 25 minutes color 1953
Designed to highlight the reasons for and content of a good program of physical education. The attention of the community is called to the importance of adequate leadership and facilities for a complete program of physical education, and as a result action is taken by which children are given the opportunity to participate in a wide variety of experiences provided by physical education activities.

THIS CHARMING COUPLE (McGH)
sh-c 19 minutes b&w 1950
(Marriage Series)
Focuses on a frequent cause of broken marriages, the false ideals of "romantic" love on which too many marriages are built. Follows the courtship of two young people who refuse to evaluate each other's good qualities and shortcomings in a realistic, adult fashion. A series of dramatic episodes reveals the true nature of each one. In every instance when an opportunity for proper appraisal is presented, Winnie and Ken are unwilling or unable to alter their romanticized ideas of each other to agree with actural facts. Because they are in love with "love" and not with each other their marriage is bound to fail.

THIS WAY TO NURSING (EYS)
jh-sh-c-a 20 minutes b&w 1948
Follows a young woman entering the nursing profession, her intensive training in the classroom, laboratory, hospital wards, clinics and operating room. Closes with a plea for more young women to enter the profession.

THREE R'S PLUS, THE (McGH)
c-a 27 minutes color 1954
An overall view of the teaching program — the curriculum, materials and techniques — in the elementary school.

THREE STEPS TO START (McGH)
sh-c-a 26 minutes b&w 1955
Shows how a community project develops. In attempting to cope with the youth problem in their town, a representative group of well-meaning but inexperienced citizens takes several steps, some wise, some based on superficial judgments, before they finally launch a program that meets the needs of the entire town — not merely their own community.

TOWARD EMOTIONAL MATURITY (McGH)
sh-c-a 11 minutes b&w 1955
(Psychology for Living Series)
Correlated with the book "Psychology for Living" by Sorenson and Malm. To help adolescents understand and control their emotions, the film gives anillustration of an eighteen-year-old girl, faced with a decision deeply involving her feelings for both her parents and a boy. After reviewing several earlier episodes that reveal the destructive quality of strong emotions, Sally is able to decide.

TRANSPORTATION (M)
jh-sh 11 minutes b&w 1947
(Your Life Work Series)
Surveys the employment requirements of the bus, truck, and taxi drivers and gives the number of people employed in these occupations.

TUESDAY'S CHILD (NARC)
c-a 14 minutes b&w 1955
A dramatization about a mentally retarded little girl which shows the role of parents and doctors in dealing with the problems of mental retardation in children.

UNDERSTAND YOUR EMOTIONS (C)
sh-c 13½ minutes color 1950
A general understanding of emotions, what they are, what they do, where they come from, and how they are changed is developed. This is done by showing that emotions have many effects on the body, both on voluntary behavior and on involuntary behavior, and that people have different emotional responses to the same stimulus pattern.

UNDERSTANDING YOUR IDEALS (C)
jh-sh 13½ minutes color 1950
Shows what ideals are and their importance to one's well-being and happiness. Explains how they influence and are influenced by an individual's character.

USING ANALYTICAL TOOLS (McGH)
c-a 14 minutes b&w 1955
(Counseling Adolescents Series)
The film demonstrates a typical high school boy's problem and shows the cumulative record, tests, anecdotal record, autobiography, time distribution form and the initial interviews.

USING TEST RESULTS (ETS)
c-a 12 minutes b&w 1961
Shows many general uses of test results. This film gives a very clear and concise explanation of how to construct an expectancy table and make use of test results.

USING YOUR VOICE (McGH)
sh-c-a 11 minutes b&w 1950
(Speech Series)
Directed at the problem of common speech or voice faults in both formal and informal speaking, showing how to make the most of your voice in everyday life situations. Points out that most speech faults are dues purely to carelessness and then demonstrates and explains how to correct such faults.

UTILITY WORKERS (AFL-CIO)
jh-sh-c-a 14 minutes b&w 1960
(Americans at Work Series)
How New York City depends on the utility workers for its electricity. Depicts the dangerous tasks of the high-tension linemen and the splicers who work in the vast network of manholes. Scenes at the power plant.

WAYS TO GOOD HABITS (C)
el 11 minutes color 1948
This constructive guidance film shows the importance of good habits. Through real, clearly understandable situations it demonstrates how to build good habits.

WAYS TO SETTLE DISPUTES (C)
el 11 minutes color 1958
Settlement of disputes must involve give and take, and the film emphasizes that settlement must be desired if it is to be achieved. Compromise, obey the rules, find the facts, and find opinions are given as four ways of settling disputes.

WE DISCOVER THE DICTIONARY (C)
el 10 minutes b&w 1946
A group of children are writing a letter. They disagree about certain expressions until the teacher suggests use of the dictionary to answer their questions. Shows use of guide words, variant spellings, changes in meanings of words according to context, different kinds of dictionaries, and phonetics.

WE GO TO SCHOOL (C)
el-c-a 10 minutes color 1948
Shows the activities of typical seven year old school children in the classroom and on the playground; and stresses the importance of an attitude of cooperation, consideration for others, and the responsibilities of the group toward a newcomer.

WELDING OPERATOR, THE (M)
jh-sh 11 minutes b&w 1943
(Your Life Work Series)
The first part of the film shows oxy-acetylene equipment being used by an operator; and illustrates flat and overhead welding and cutting. Electric resistance and arc welding are also presented. Among the operations shown are spot welding, arc, including the shielded arc, metal table and carbon rod methods. Typical jobs in both production and job welding are explained. The knowledge and physical requirements necessary to be a good welding operator are brought out. Concludes by illustrating the opportunities in steel mills and automotive industries, in aircraft, building, bridge, and pipe line work.

WHAT ABOUT DRINKING? (YA)
sh-c-a 11 minutes b&w 1954
The problem of drinking is introduced in a natural situation when teen-agers at a party learn through a phone call that two boys have been in an automobile accident and that a liquor bottle was found in the car. Boys and girls at the party express varying attitudes such as it is wrong to drink, who should drink, etc. Audience is then asked to decide.

WHAT ABOUT JUVENILE DELINQUENCY? (McGH)
jh-sh 11 minutes b&w 1955
(Discussion Problems in Group Living Series)

While driving to Jamie's home, three of his friends assault Jamie's father. Jamie learns of this, and tries to break with the three. At school, the next morning, student officers urge Jamie to accompany them to the city council, which he does at the risk of injury by his three former friends. At the council meeting, the mayor asks Jamie, "What can we do, and what can you do about juvenile delinquency?" The audience is invited to discuss the answer.

WHAT ABOUT PREJUDICE? (McGH)
jh-sh 11 minutes b&w 1959
(Discussion Problems in Group Living Series)

Examines the damage done by a group to a classmate because of prejudice (largely directed against parental origin), and shows the individual's emotional reactions when the "truth" is learned.

WHAT ABOUT SCHOOL SPIRIT? (McGH)
jh-sh 15 minutes b&w 1959
(Discussion Problems in Group Living Series)

Designed to suggest that school spirit, rather than the immature concept of the frenzied sports rally, is a form of citizenship requiring the assumption of responsibilities, both curricular and extra-curricular.

WHAT ARE THE MILITARY SERVICES? (C)
jh-sh 11 minutes b&w 1952
(Are You Ready for Service? Series)

The student observes how the Army, Navy, Air Force, and Marines work together to achieve a common military objective. The general structure and functions of each of the services are explained.

WHAT IS CONSCIENCE? (C)
jh-sh 10 minutes color 1952

Demonstrates the manifestations of conscience in young people and adults in various situations, and describes the importance of a well-developed conscience in attaining emotional maturity.

WHAT TO DO ON A DATE (C)
sh-c 10 minutes color 1951

Shows how to plan dates that satisfy both the boy and the girl and the wide range of activities available to high school students who want to make dating and entertaining, enjoyable and constructive social custom.

WHAT'S IT ALL ABOUT? (C)
sh 11 minutes b&w 1951
(Are You Ready for Service? Series)

Explains that military preparations do not necessarily mean war, but discusses why young men have to go into service.

WHAT'S THE SCORE? (ETS)
jh-sh-c-a 29 minutes b&w 1963

Gives helpful information to make test scores more meaningful. Covers the following points: a test is no more than a school-type job; a test score is a comparison; a test score is an estimate; no test measures all of any ability; and performance on tests can change.

WHEN SHOULD I MARRY? (McGH)
sh 19 minutes b&w 1957
(Marriage and the Family Series)

A young couple wishing to get married seeks the advice of a minister. Flashbacks to the experiences of two other young couples are used as the minister discusses the problems of early marriage. He considers the problems of completing school, financial responsibilities, and raising children, reminding them that only they can answer the question of when they should marry.

WHEN YOU ENTER SERVICE (C)
sh-c 11 minutes b&w 1951
(Are You Ready for Service? Series)

An account of what happens to an inductee in the first few weeks of military training. Scenes from all the services.

WHO ARE THE DELINQUENTS? (NET)
sh-c-a 29 minutes b&w 1956
(Searchlights on Delinquency Series #13)

Reviews kinds and causes of delinquency, refutes popular myths about delinquents, and reviews the basic hostilities of the delinquent personality. Emphasizes the need to attack delinquency through its causes rather than through its symptoms.

WHO IS PETE? (IFB)
c-a 22 minutes color 1961

Illustrates, using the case of a young boy named Pete, how a teacher utilizes the results of a school's testing program to determine a child's strengths and weaknesses in order that she may better meet the child's needs. Stresses that testing is an objective source of information to determine learning capacities and special abilities to measure achievement, to assist in evaluating effective teaching, and to help in adapting the teaching program to the specific needs of students. Overviews a variety of tests being used with students of different grade levels and states that teachers need to be selective in types of tests they use.

WHO SHOULD DECIDE? (C)
jh-sh-c 11 minutes color 1958
(Areas of Parental Authority Series)

Uses a family setting, with two teenage children who find that their own decisions and desires frequently conflict with those of their parents, to illustrate the most typical problems faced by teenagers. Raises questions concerning areas and degree of parental influence, providing a basis for discussion.

WHOEVER YOU ARE (IFB)
sh-c-a 20 minutes b&w 1946

A group of parents in one neighborhood of New York City, the upper West side, decided to find out how to overcome intolerance and juvenile delinquency. They find their answer in a recreational program which encourages racial and religious tolerance by putting it into practice.

WHO'S BOSS? (McGH)
sh-c-a 16 minutes b&w 1950
(Marriage Series)

Competition in marriage is the theme. Ginny and Mike are each successful in their individual business careers, but not nearly so successful in making a marriage together. After two years of conflict and a serious quarrel they decide to make a serious cooperative effort to salvage their marriage—for they are in love. Adjustment is slow and difficult, for neither is used to the partnership idea—but a good balance can be achieved through love and patient understanding.

WHO'S RIGHT? (McGH)
c-a 18 minutes b&w 1954
(Marriage Series)

A typical quarrel between two people married only long enough for the wife to see her husband's masterful tendency as "boss-rule," the husband to see his wife's good taste as extravagance. Both are fine people, who have passed the stage of mutual adoration but who have not yet achieved adult love based on understanding and forbearance.

WHY SOME STUDENTS DON'T LEARN (NYSCA)
c-a 30 minutes b&w 1962

Analyses student resistance to learning. By means of case histories, the film exposes possible reasons of learning failures such as lack of proper preparation, unsound basic knowledge of the three R's, brain damage, incorrect attitudes and poorly formed study habits.

WHY STUDY FOREIGN LANGUAGES? (C)
jh-sh 10 minutes color 1949

Demonstrates how knowledge of foreign languages contributes to enjoyment of travel, success of commerce, and harmonious international relations. Shows that this knowledge is necessary for the full appreciation of many great literary works and that language study gives a richer understanding of our own culture.

WHY STUDY SPEECH? (McGH)
jh-sh 11 minutes b&w 1959

A discussion of why the study of speech techniques is important to the student now and in later life.

WHY YOU? (C)
sh 10 minutes b&w 1951
(Are You Ready for Service? Series)

A presentation of the major reasons why young men are called to serve in the armed forces of their country. Citizenship, national and international need, future expectations, and the requirements of our military program are summarized.

WOODWORKER, THE (M)
jh-sh 11 minutes b&w 1949
(Your Life Work Series)

A survey of the types of jobs performed by carpenters in the building industry and furniture-making trades. Closes with scenes of a student working in the school woodworking class and a summary of how mechanical drawing, mathematics and sciences will help the student to prepare himself for the woodworking field.

WORK (NET)
jh-sh-c 29 minutes b&w 1954
(Not in our Stars Series)
Shows how to choose a job by first knowing one's self as revealed by performance in intelligence, aptitude, and personality tests, by learning the characteristics of different jobs, and by fitting these two together.

WORLD STARTS WITH JIMMY (CH)
sh-c-a 28 minutes b&w 1955
Presents Bing Crosby, Dorothy Malone and William Campbell in this dramatization of a positive approach toward correcting and forestalling the problems of young people. Shows how an 18-year-old boy who has drifted into delinquency changes his outlook because one individual took the time and trouble to bring out the best that was in him.

YOU AND YOUR PARENTS (C)
jh-sh-c-a 13½ minutes color 1949
Approaches the issue of parental authority by indicating that the process of "growing away" from the family is natural and normal. Points out that greater freedom and responsibility are given to children on the basis of real maturity, not just calendar age.

YOU AND YOUR WORK (C)
sh-c 10 minutes color 1949
A young man who is working in a shoe store feels his job to be routine, monotonous and of no real importance. This is reflected in his attitude and work and he is fired. In consultation with his former school counselor, some of the factors in enjoying one's work and giving good service are brought out. He returns to his former job with a changed viewpoint.

YOUR EARNING POWER (C)
sh 11 minutes color 1952
Points out five conditions which influence earning power — economic conditions, the kind of job selected, the amount of one's education, personal qualities and one's ability to produce. Intended to help young people gain insight into how they can improve their own earning power.

YOUR FAMILY (C)
el-jh 10 minutes color 1948
The film story of a happy family — the Brents. They have difficulties, of course, but through mutual understanding, acceptance of responsibility and cooperation they have achieved that vital sense of unity so necessary to a happy harmonious home life. Intended to develop an appreciation and understanding of the family as a social unit and the role of the individual in that unit.

YOUR INVESTMENT IN THE FUTURE (C)
jh-sh-c-a 11 minutes b&w 1951
(Are You Ready for Service? Series)
This film shows that we can use service time to become more self-reliant, to develop responsibility, and to establish a mature sense of comradeship.

YOUR PLANS (C)
sh 11 minutes b&w 1951
(Are You Ready for Service? Series)
Students see how military service can be fitted successfully into their plans and preparation for the future.

YOUR THRIFT HABITS (C)
el-jh 10 minutes color 1948
Shows students that by setting up a budget for systematic savings, by careful buying, doing without extravagance, and choosing between immediate and future satisfaction, they will attain many material goals in life.

YOU'RE GROWING UP (SD)
sh-c-a 10 minutes b&w 1955
The four basic growing stages, one to four, four to ten, eleven to sixteen, and seventeen to twenty, are visually presented in terms of parental dependence, appetite, physical growth, ability to make decisions, moral attitudes, and social consciousness.

ABBREVIATIONS INDEX

AFL-CIO	*American Federation of Labor - Congress of Industrial Organization*
AI	*Athletic Institute*
ASF	*Association Films, Incorporated*
BFS	*Bailey Film Service*
BRF	*Brandon Films, Incorporated*
C	*Coronet Instructional Films*
CBFL	*College Board Film Library*
CBL	*Children's Benevolent League*
CDC	*Children's Development Center*
CH	*Christophers, Incorporated*
CSDE	*Connecticut State Department of Education*
DEEC	*Division of Education for Exceptional Children*
EBF	*Encyclopaedia Britannica Films*
EC	*Ethyl Corporation*
ETS	*Educational Testing Service*
EYS	*Emerson Yorke Studio*
FFF	*Farm Film Foundation*
GF	*Guidance Films, Inc.*
H	*Harmon Films*
HSDC	*Henry Strauss Distributing Corporation*
IFB	*International Film Bureau*
IllU	*Illinois University*
IU	*Indiana University*
JLT	*Junior League of Tampa, Incorporated*
KCU	*Kansas City University*
M	*Manke Productions*
McGH	*McGraw-Hill Book Company*
MHFB	*Mental Health Film Board*
N	*Norwood Studios*
NAM	*National Association of Manufacturers*
NARC	*National Association of Retarded Children*
NASSP	*National Association of Secondary School Principals*
NEA	*National Education Association*
NET	*National Educational Television Film Service*
NFBC	*National Film Board of Canada*
NSCCA	*National Association for Crippled Children and Adults*
NYSCA	*New York State Counselors Association*
OS	*Orchard School, Illinois*
PCR	*Psychological Cinema Register*
RFA	*Rusten Film Associates*
S	*Sanford Films*
SD	*Sid Davis Productions*
SR	*Sovereign Productions*
TFC	*Teaching Film Custodians*
UC	*University of California*
UCP	*United Cerebral Palsy Research and Education Foundation*
UG	*University of Georgia*
UM	*University of Minnesota*
VDE	*Virginia Department of Education*
YA	*Young America Films*
ZCS	*Zenith Cinema Service*